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ABSTRACT

Designed to help the secondary school teacher, particularly at the junior high school level, this booklet presents ways in which the daily newspaper can be put to use in the classroom. The first part of the booklet discusses ways in which the teacher can become better acquainted with the general reading habits of the students (included are a reading questionnaire and an interest inventory test). The second section asks (1) How important is it to read a newspaper? (2) What do people read in newspapers? (3) How do your parents read the newspaper? and (4) How should you read the newspaper? The third and largest section discusses the newspaper as a teaching aid for specific courses, as a means of interesting slow learners, evaluate mass media, as an aid to developing reading habits, as a source of writing examples, and as a living textbook. Newspaper units for grades 7-10 are also provided. The booklet concludes with a section on the bulletin board, scrapbook, vertical file, and the use of the library. Appendixes provide an outline for a local workshop; a survey of leading newspapers; a list of suspensions; mergers, changes, and new dailies in 1960; a list of the newspapers with the largest circulations; and a selected bibliography. (HOD)

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1 per cent income or payroll tax would be one of several possible sources of revenue being considered by the city administration and employee-group officials in a proposal to meet Flint's financial needs.

Other possible new sources of revenue mentioned in a meeting yesterday between City Manager Robert A. Carter and Finance Director Olney L. Craft and representatives of five city-employee groups are:

- Extra millage for the city as a whole or for Hurley Hospital and Recreation and Park Board.
- A special fee for the collection of garbage.

For the new fiscal year, which begins Sunday, the City Commission has yet to adopt what Carter has described as a "barrel-scrapping" operating budget of \$9,226,000.

He proposed this size of budget on the basis of expected revenue for the 1962-63 fiscal year.

Carter pared more than \$800,000 from budget - allocation requests which had been made by heads of city departments, the Park Board and Hurley's board of managers.

Also facing the commission are demands of city-employee groups which are estimated at more than \$2,000,000 a year.

● The prospect of raising more than \$1,000,000 to implement recommendations expected as a result of updating the city's civil-service wage-level and job-classification plan.

Modernization of the plan by Barrington Associates Inc., New York, personnel-management consultants, has been ordered by the commission and is expected to be completed in about three months.

● A demand for an immediate pay raise of 5 per cent for Flint firemen, which would cost about \$78,000 a year. If Flint policemen were to receive a like pay raise as previously indicated, the annual cost would be \$100,000.

Firemen excluded from increase given other city employees last October.

Craft estimated the annual cost of a 1 per cent city tax would be about \$4,500,000.

Carter said that this new tax would be collected at the same time as the property-tax levy by \$2,000,000 a year.

Craft said that a one-cent tax would raise about \$780,000. He said that if a one-cent tax were voted for both the recreation-and-park board and the city, the amount allocated to those two units would be \$1,560,000.

Under the proposed operating budget, the city would have a deficit of \$1,000,000.

Swainson Visits Kennedy

Declines to Give Details of Visit

LANSEING (UPI) — B. Swainson will not discuss details of his visit to President Kennedy today.

Swainson declined to give details of the trip, saying only that it was a "working visit" and that he would be back in Michigan tomorrow.

Swainson also will meet with Area Redevelopment Administration officials in federal headquarters in Washington today.

From Washington, the governor will return to Flint for the annual meeting of the Michigan Manufacturers Association.



the teacher and the newspaper

Study of Governments Ordered for Schools

To help students better understand the world in which a single semester of study is offered in the 11th grade, the sequential program has units worked into the course.

The board of education has ordered a study of comparative governments to be included in the 11th-grade social studies course.

In contrast to a "one-shot" presentation, the sequential program has units worked into the course.

Travel-tax Repeal Bill Is Approved

House Committee's Okay Tentative

WASHINGTON (UPI) — The House Ways and Means Committee today tentatively approved the 10-year bill that would repeal the 10-cent tax on railroad and airline tickets, effective next year.

The airline tax would be halved from 10 to 5 per cent. The measure would continue at existing levels for another year at this time when American Airlines is in temporary wartime operations.

Higher Education Budget Approved

State House Okays Measure by 91-10

LANSEING (UPI) — The proposed \$116-million budget for higher education during the 1962-63 fiscal year was approved today on a 91-10 House vote.

Passage pushed the \$512-million proposed spending program for the coming fiscal year past the halfway mark.

Reprinted dispatches, pages 2 and 3.

M Professor Advises Constitution Study

ANN ARBOR (AP) — The proposed Michigan constitution deserves careful and sympathetic consideration, a University of Michigan political science professor said Tuesday night.

Michigan is fortunate to have had a constitutional convention at this time when American society is in transition," Professor said.

It would involve a nine-hour flight compared with the 4½ hours of three-orbit missions. The two U.S. orbital flights so far have been for three turns.

The flight plan will call for considerable drifting flight to conserve fuel for re-entry maneuvering.

If the flight goes to five or six orbits, it would mean landing in the Pacific, where the aircraft would be recovered by the USS Canaveral.

Two years after that the mission would bring about 300 miles of the U.S. coast.

for one, two or three orbits, the Mercury-Atlas would remain in the southeastern United States.

Aeronautics and Space Administration official said that another three-orbit mission would increase knowledge of anything more than should be considered.

official said that as Gordon Cooper Jr. will be a pilot to Schirra.

Naval lieutenant commander, a graduate of the Naval Academy at Annapolis, is married to two children. He is 38 years old.

of New Jersey. The mission of Schirra and the other six orbits had been earlier by the San Diego.

U.S. Marines not smart enough for years to be Scouts Guards. His lance-sergeant.

"He and my Scouts Guardsman about the regime I was a school-born David."

"Before my training at the after that the life."

Two years remarried, to of the U.S. My stepfather.

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THE TEACHER AND THE NEWSPAPER

A Guide to Its Use

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FOREWORD

Keeping textbooks up-to-date always has been a problem. Not only in the area of history, where this fact probably is most obvious, but in almost every other subject, a book is outdated when it leaves the press.

In today's world, in which events move at an increasingly rapid rate, the problem becomes even more acute.

That is why the decision of the Flint Public Schools to experiment with use of the newspaper in the classroom is viewed as an exciting venture by both educators and journalists. The variety of possible uses outlined in this booklet indicates that the daily newspaper can serve many functions in helping keep classroom study up-to-date.

In addition, the hope is that pupils will develop sound newspaper reading habits that will stay with them throughout life. Following current events is not only a desirable pastime, but a necessity in this Space-Age world.

The Flint Journal compliments the authors of this guide and the Flint schools on this forward step in meeting modern education needs.

Ralph Curry, Editor
The Flint Journal

ACKNOWLEDGMENTS

This booklet is the result of the efforts of many individuals. The authors especially wish to thank The Flint Journal for the opportunity to attend "The Newspaper in the Classroom" workshops at Syracuse University and the University of Iowa where many ideas were gathered, and for the opportunity to write this teacher's guide. We should also like to thank the Flint Public Schools staff and the Board of Education for their forward outlook; Frank S. Manchester, Humanities consultant, for his guidance; Sanford Rutlin, principal of McKinley Junior High, for his help with the experimental newspaper program, and finally the classroom teachers for their helpful criticisms.

CONTENTS

INTRODUCTION

GETTING STARTED

Student Inventories
Student Interests
Student Orientation

READING A NEWSPAPER

TEACHING WITH NEWSPAPERS

The Newspaper as a Teaching Aid in Specific Courses
The Newspaper as a Teaching Aid Through Examples
The Newspaper as a Living Textbook
The Newspaper as a Teaching Aid to Evaluate Mass Media
The Newspaper as a Teaching Aid for Slow Learners
The Newspaper as a Teaching Aid to Develop Reading Habits
A Newspaper Unit for Seventh Grade
A Newspaper Unit for Eighth Grade
A Newspaper Unit for Ninth Grade
A Newspaper Unit for Tenth Grade

USING OTHER IDEAS

APPENDIXES

-- A Local Workshop
-- Leading Newspapers
-- Suspensions, Mergers, Changes, and New Dailies
-- Newspapers with Largest Circulations
-- Selected Bibliography

INTRODUCTION

Assumptions

The purpose of this booklet is to help the secondary school teacher, mainly at the junior high school level, who desires to use the daily newspaper in the classroom. Teachers who have used the newspaper for years will find many of their ideas in this booklet, while teachers who have never used newspapers will discover some suggestions for beginning. Emphasis is upon junior high learning activities, although it is hoped that senior high teachers will find at least a portion of the ideas usable at their level. The material is arranged so that the teacher can use newspapers frequently or infrequently. Like other booklets of this type, this is only an aid, not a panacea.

Newspapers in the classroom should be studied within the broad context of mass communications. Most students have too little understanding of the role of mass communications in their lives. The influence of magazines, radio, newspapers, television, and printed materials upon children and adults is only vaguely imagined by the average citizen. If possible, the study of the newspaper should take place along side the other mass media.

In this technological age of mass production, an abundance of printed material is available to the teacher. There are classroom magazines, pamphlets from insurance companies, embassy handouts, and government publications, to mention only a minute portion. Printed material comes by the ton. It is a challenge to use just a part of it. Each piece of printed matter must have some practical value to the teacher and the student before it is invited into the classroom. The daily newspaper can serve as well as any other tool in the classroom provided it is used only for the purposes to which it is best suited.

Daily newspapers are produced for the general public. They are a commercial venture. Since they are not constructed for classroom use, they have limitations. A little reflection will reveal the most obvious of these limitations. However, the purpose of this booklet is not to present the classroom limitations of the daily newspaper but to present some of the ways in which the daily newspaper can be put to good use in the classroom.

This booklet is based upon several assumptions about teachers. One is that teachers read the newspaper. No other media can communicate in the fashion that a newspaper does. Newspapers provide the great majority of our daily news. Without reading some newspaper each day, a teacher is uninformed, and may be misinformed. True, some newspapers inform more than others, but this in no way does away with the necessity of reading a local newspaper every day, wherever local may be.

Teachers who read newspapers will consciously or unconsciously teach the value of newspaper reading to their students. Some teachers who are anxious about teaching effectively will use those techniques in the classroom that will interest their students. For this reason, even those teachers who are not newspaper readers, a small number to be sure, will perhaps be interested in this booklet.

Some teachers who have the newspaper habit may find this booklet too elementary for their use. Most teachers have inventive minds. Those who see some value in developing the newspaper reading habit will also develop their own techniques of teaching with the newspaper. Therefore, the techniques included here are those which appear to be of the greatest value to teachers. Not all of them have been tested by the authors. Many of them have been.

Newspapers are to be read. Any other use is secondary. Likewise, those techniques, ideas, and activities which do not bear upon this central point are secondary. A math teacher may use the batting average of a baseball player to teach some mathematical concept, but the teacher who uses the newspaper for this purpose will strike out! The newspaper should not be a gimmick in the classroom, but a tool of learning. The effort of using the newspaper to figure batting averages misses the mark. No matter how newspapers are used in the classroom, reading them is of primary importance. Therefore, only those methods which emphasize newspaper reading are considered.

Problems

Administrative Problems. A teacher who does decide to use the newspaper should be aware of some of the problems involved. These problems lie in three broad areas of which the first can be called administrative. Some administrators may be indifferent to the use of the newspaper in the schoolroom. Lack of knowledge or acquaintance with the benefits of its use has more likely than not brought about this indifference. Other administrators see the use of the newspaper as a step toward revising the curriculum. This need not be the case. Some helpful suggestions for avoiding this point are to be found in this booklet. Lack of funds, a standard operating drawback for most new programs, may prevent or delay the entrance of the newspaper into classrooms. Resourceful teachers and forward-looking newspapers can help to solve this problem. Nevertheless, there are real administrative questions to be answered in a few school districts. The selection of a newspaper for school use in an area where more than one newspaper operates has troubled some educators.

Staff Problems. The second area includes the values, personalities, and prejudices of teachers which often prevent the newspaper from being used as a tool of instruction. Some teachers, who otherwise might use the newspaper, fear adverse criticism from colleagues. This criticism can, of course, have a basis in almost anything, but the teacher who uses the newspaper in the best possible way will soon silence the critics. The teacher who invents a way to use the newspaper just to be using it will be criticised, as will any teacher who forgets that newspapers are to be read!

A feeling of inadequacy, derived from lack of knowledge about methods and sources of aid, prevent some teachers from using the newspaper in the classroom. This booklet is a partial answer to this problem. Many teachers believe that the proper study of the newspaper belongs just in the social studies. Perhaps this is true, especially if by study is

meant detailed study. Newspapers are social institutions, and as such, find a logical place in the social studies. Yet, as a general rule, newspapers can be studied in those subject matter areas which emphasize reading skills.

A few teachers believe that the study of the newspaper should be limited to certain groups of students. The significant role of the mass media in our society, the need of all citizens to be informed, and the practical necessity of knowing what a newspaper contains, all are arguments against limiting study to just certain groups.

The fear of arousing adverse reactions and getting involved in controversial issues can be a limiting factor. Teachers who have used newspapers have not found this problem a serious one. Discretion should be practiced. The teacher who wishes to give vitality to his teaching will find that the newspaper promotes discussion and comments. Since teachers are encouraged to present both sides of controversial issues, the problem of controversial issues through newspapers appears to be almost groundless.

More serious and realistic problems are to be found once the teacher decides to use newspapers. There is always the problem of time. If the newspaper comes into the classroom, something else must leave. This something may be as large as a current events newspaper or as small as the questions at the end of the chapter in the textbook. There is little time, but there are many aids. It makes sense to use only those aids which will accomplish the goals effectively and in less time. The newspaper is one aid. Depending upon the classroom situation, it may be the best one.

Difficulty in obtaining the required number and variety of newspapers is another problem. Of course, most students can bring newspapers from home. Some newspapers are available at a bulk rate. Others can be purchased at a reduced rate. Some can be obtained free on a trial basis. Subscriptions will bring variety. Whether to use a morning or an evening daily causes some concern. Of course, when there is no choice, this problem is absent. Both morning and evening editions have their advantages. The morning newspaper brings news to the classroom often before the teacher has had the opportunity of finding a place for it in the lesson. Afternoon and evening editions offer less timely news, since the newspapers will not be in class until the next day, but they also give the advantage of allowing the teacher time to work the news into the lesson. In addition, the student's reading habits outside of class can be measured in part by the comments in the following day's discussion before the newspapers are distributed, studied, or discussed.

Mechanical Problems. "How do I begin?" This question is asked by each teacher who decides to study the newspaper for the first time. Experienced teachers will have worked out a comfortable point of departure. Some ways to begin are suggested in the body of this booklet.

Once the inexperienced teacher decides to use newspapers, mechanical problems may arise. How are the papers to be distributed? How should

they be collected? How do you dispose of them? Each situation is different, but some suggestions are offered.

One newspaper or several newspapers in the classroom do not present these problems. However, when newspapers are available to each member of the class, the problems of distribution, collection, and disposal need to be solved. Delivery of the newspapers to the building should be in a convenient and appointed place. Janitors, custodians, or building engineers--whichever you have--can then deliver them to the room. Boys can do this equally as well. When there is only one bundle of newspapers, the library might serve as a convenient distribution point. Newspaper units undertaken in the library make such an arrangement an added convenience.

Once the newspapers are in the room, students can obtain them at the door or receive them at a time convenient for the teacher. As any teacher knows, the beginning of the period is not always the best time to pass out reading material. When editions are large and have many sections, it is sometimes convenient to pass out only a specific section or sections. Unless the newspapers are folded neatly together again after class use, they become difficult to handle and are untidy. Likewise, the room should be cleared of newspapers about every other day to keep the room neat. The important point is to develop a regular system of handling them.

Once out of the room discarded newspapers become somebody else's problem. As any housewife knows, old newspapers are bulky and their storage sometimes presents a problem. A temporary storage area is needed. Too many newspapers can create a fire hazard. But the disposal of newspapers need not frighten away potential users. An arrangement with Goodwill Industries or the Salvation Army to pick them up on a regular basis can solve this problem.

These are some of the administrative, staff, and mechanical problems. Recognition of them before using classroom quantities will be helpful.

Approaches

Teacher Motivated Approach. Whatever the quantity of newspapers, teachers will approach the study of newspapers in three general ways. The first is teacher motivated. Units are constructed by the teacher. Illustrations and ideas arise from classroom discussion. Newspapers are used to meet specific classroom situations. Teachers who use newspapers for no more than bulletin boards employ this approach. It is time honored. It is effective.

Newspaper Service Approach. The newspaper service approach is another way to study the newspaper. Teachers in large metropolitan areas find this a convenient plan. Through subscription to such newspapers as the New York Times, the Herald Tribune, the Baltimore Sun, and the Cleveland Plain-Dealer, specific services are available. There are kits, tests, units of study, and booklets available for use by students and teachers. These

services are under the direction of the educational departments of these big city papers.

Graded Program Approach. The third plan might be called the graded program approach. This scheme involves overall planning within the school by social studies or English departments, or through curriculum services. It is based on the premise that the newspaper reading habit is developed by reading and studying the newspaper at several grade levels. This type of program is suggested in the chapter about reading habits.

No matter what plan is followed, the authors hope that the use of the newspaper in the classroom, aided by this booklet, will have the following outcomes.

First, that the teacher will accomplish his classroom objective.

Second, that his students will be more knowledgeable about mass media, especially the newspaper.

Third, that these students will be helped to acquire the newspaper reading habit.

Fourth, that teachers will use the newspaper as a timely supplement to classroom instruction.

Fifth, that a better community will emerge because its citizens are better informed.

Sixth, that better newspapers will evolve.

New York (AP) - Newspapers play an intimate part in the personal lives of people at all social levels. This was one of the findings reported in a survey conducted by the Bureau of Advertising of the American Newspaper Publishers Association into the daily newspapers' reading public. The survey found a sense of participation beyond the reading of news. Readers clip out items. They save some clippings. They visit the newspaper. They telephone it. They write letters to it.

The study showed that: One or more newspapers are read every weekday in 86.4 percent of the 54 million households in continental United States. The newspaper reaches every segment of the American public. Its highest concentration is with the higher-income, better-educated, more influential people. In reporting the part the newspapers play in the readers' lives, the survey produced these findings: That 53 percent of the readers have clipped some item other than advertising in the last three months; 27 percent still have the clippings; 18 have sent the clipping to somebody else; 28 percent have clipped advertisements; 15 percent recall buying the product. Also, that 43 percent have visited their newspaper office or plant; 45 percent have placed classified advertisements; 23 percent have written or telephoned the newspaper for information; and 8 percent have written letters to the editor.

The Bureau of Advertising, with the American Association of Newspaper Representatives as co-host, presented the findings at a meeting of 900 business, advertising and press executives at the Waldorf-Astoria Hotel today. The survey was financed by six major Canadian newsprint manufacturers comprising the Newsprint Information Committee. The bureau called the study the most comprehensive ever made of the reading public. It said the project involved 4,826 interviews with individuals 15 years of age or older, representing 2,449 households in 622 sampling areas.

Other findings of the survey: Of the 54 million households, 80.4 percent buy and read at least one paper on an average weekday and another 6 percent read one or more. Eighty percent of the nation's adults and 72 percent of its 13 million individuals between the ages of 15 and 20 read a newspaper on any given weekday. Seventy-one percent of the time the newspaper reaches the reader by regular home deliver--by a newspaper boy usually, and by mail. In 25 percent of the cases, the newspaper is bought at a store, a newsstand or a self-service rack.

"This regular pattern of home delivery," said Dr. Leo Bogart, the bureau's vice president for marketing, "provides the basic context for the social role of newspapers as a family medium." "Two-thirds of the people have a habitual time for reading the newspaper," the survey found. "It takes place at every time of the day. However, the newspaper is not normally read at a single sitting. The typical reader picks up and looks into his paper 2.4 times each weekday." It said newspaper reading is about as high in the suburbs as it is in the metropolitan areas, where it ranges from 89 to 93 percent. "The people were asked to describe," the bureau reported, "how they would feel if they had to get along without television and without newspapers. The response, 'I would feel quite lost without it,' was selected by 49 percent in the case of newspapers, and by 29 percent in the case of television."

Getting Started

STUDENT INVENTORIES

"By the time the child comes to school, he does not come as a tabula rasa to be written upon as the curriculum directs. He comes with a system of interests, which determine in a very large measure what he will see and hear, what he will remember and forget, what he will think and say, and what he will do gladly and what he will do only under duress."¹

It is perhaps a truism to state that the teacher must know his students, the subject matter, and himself in order to teach effectively. "To know thyself" is the point of departure for so much that we do. The more you know about the press, the better you can teach about newspapers. Likewise, the better you know your students and their reading habits, the greater your chances of successfully teaching the use of the newspaper to these same students. There is no substitute for knowledge in the classroom.

The following methods are suggested as ways of getting to know your students. They may not be as delightful as Anna's approach in The King and I when she sang "Getting to Know You," but it is hoped that through these devices you can become better acquainted with the general reading habits of your pupils. Of course, these methods should be modified to fit your own school situation.

¹ Getzels, Jacob W. "The Nature of Reading Interests: Psychological Aspects." Developing Permanent Interest in Reading. Helen M. Robinson, ed. Supplementary Educational Monographs, No. 84. Chicago: The University of Chicago Press December 1956, p. 6.

A questionnaire of the students' reading habits may yield valuable information about the class. This questionnaire can also be used to evaluate your teaching. If so, it should be given at both the beginning and the end of your unit on the newspaper.

READING QUESTIONNAIRE

1. Do you like to read?
2. How many newspapers do you read?
3. How many books do you read in a school year?
4. To what newspapers does your family subscribe?
5. How often do you go to the library?
6. From what source do you obtain most of your information about current events?

☐ Newspapers	☐ TV	☐ Lectures
☐ Magazines	☐ Radio	☐ (church, school)
	☐ Conversation	☐ Other printed matter
7. Estimate how many books you have at home.
8. Which magazines do your family subscribe to and/or buy regularly?
9. Among the books that you read, do you read paperbacks?
10. Do you read well?

In order to avoid having students give the answer which he thinks the teacher may be looking for, reword the questions the second time they are asked.

A school survey, conducted by the class, will stir interest in the newspaper and also provide the teacher and students with insights into the reading habits of the student body. The results of this type of survey may be used to orient the students to newspaper study. Three questions are needed. More may be asked, but should be limited to a workable number. Questions should also be limited to those that could be answered only by reading the newspaper.

SCHOOL SURVEY

1. Who is Ann Landers? (columnist)
2. Who is Charlie Brown? (comic)
3. Who is Doug Mintline? (sports editor)

A general knowledge test of current affairs will reveal the extent to which students need to be better informed. Ideas for these questions can come from newspapers covering the previous week or the previous three months. Avoid tricky questions or those requiring a detailed knowledge of current events.

CURRENT AFFAIRS TEST

1. Who is the President of the United States?
2. Who is the mayor of Flint?
3. Name the current news story that interests you most.
4. What team won the American League pennant last year?
5. What part of the world do you think is the biggest trouble spot right now?
6. Where will the next World's Fair be held?
7. What was yesterday's banner headline about?
8. Who is the governor of Michigan?
9. What was the latest space probe?
10. The letters NATO stand for what organization?

If written answers about newspapers are not desired, the teacher may find it convenient to ask students what they think of the daily newspaper. Usually students will give their opinions if questions are properly phrased. Such questions as the following can be used to get started.

OPINION QUESTIONS

1. Do you think your newspaper has more columns of news or advertisement?
2. Is your newspaper attractive?
3. What would you like to see in your newspaper?

Reading Record

Should you desire more specific information about reading habits, you may want to record the types of articles read by the class for the first several days that they read the newspaper in class. After three to five minutes of free reading, ask the class to write down the headings and page numbers of the first three articles in the order that they are read. After cataloging the results, you will probably find that the class has a wide range of reading interests, but that generalizations about their interests can be made.

A NEWSPAPER QUIZ

Instructions: To determine students' knowledge of the newspaper, have them take this newspaper quiz. Students should place a letter (F - Frequently Read, O - Occasionally Read, N - Never Read) in the blank space opposite the item found in their local newspaper.

-
- _____ Dan Halligan (teen-age columnist)
 - _____ Advertisements (display)
 - _____ Ray Tucker (news analyst)
 - _____ Front Page
 - _____ William Kulsea (Lansing correspondent)
 - _____ Sports
 - _____ Flint Sparks
 - _____ Weather Forecast
 - _____ Words, Wit, Wisdom
 - _____ Radio and TV Listings
 - _____ All Over Town
 - _____ Captain Easy (comic)
 - _____ Paul Miltich (Washington correspondent)
 - _____ Vital Statistics
 - _____ Classified Ads

Another method for finding out about interests is to give an interest-inventory test. A committee can be formed to tabulate the results and give the information to the class.

INTEREST INVENTORY TEST

1. Do you read a newspaper?
_____ Almost every day
_____ Occasionally
_____ Rarely
2. How long do you spend in reading a newspaper?
_____ Hour
_____ Half-hour
_____ Less
3. What part of the newspaper do you turn to first?
_____ Sports
_____ Women's page
_____ Editorial
_____ International News
_____ National News
_____ State News
_____ Local News
_____ Want Ads
_____ Other (name) _____
4. What do you enjoy most about newspapers?

STUDENT INTERESTS

"The content of newspaper and magazines is like a ladder from the comic strip and the picture, for the beginning reader, to the article about devaluation of the pound, for the educated, older reader. The patterns of interest change with school grades.... The general pattern is away from the comic book and toward more important information. The peak of comic-book reading seems to appear in Grade VI and to decline through junior and senior high school. The peak of comic-strip reading occurs from age ten to nineteen years with almost a linear decline to age sixty and older. The change is quite large; it ranges from 74 percent reading the comics at ages ten to nineteen to 24 percent at sixty years and older."²

After finding out something about your students' reading habits, you are prepared to take the next step. Interest them in the newspaper. While prior contacts with the newspaper largely determine whether they are or are not interested, any further change in their interests is determined by four factors.

First, those students who can read well will be interested in the newspaper. They are able to take advantage of any part of the newspaper simply because they are able to read most of it. Poor readers are limited in their enjoyment of a newspaper as they are of other types of literature. If students can be helped to develop their reading skills, they will be more interested in studying about this mass medium.

Next, individual reading interests vary according to the subject matter, and students will be interested in reading the newspaper if some of these interests are satisfied. To have a class of boys who are interested in baseball, and to begin a study of the newspaper about the time baseball season opens without allowing these boys to satisfy their interests by reading the sports pages, is asking for failure. Time spent each day in free reading satisfies many of these interests. Permitting students to read the newspaper as much as 15 minutes per day at the start of the newspaper unit will stimulate interest as you move into the unit. The pedagogical technique of going from a known interest to new knowledge is applicable here.

Three, student interest in the reading and studying of the newspaper will be in direct ratio to the type of newspaper available to the class. An interesting newspaper will interest students. Good pictures, well written articles, and clean words all add up to interesting reading. Each edition of the newspaper contains as

2 Swanson, Charles E. "Procedures and Effects of the Printed Media," Mass Media and Education, Nelson B. Henry, ed., Part II. Chicago: The National Society for the Study of Education, 1954, p. 156.

many words as a textbook; each edition must meet the classroom standards of a textbook, if it is to be used in class. Also, the reading level of the newspaper must be appropriate. The New York Mirror used in United States history class of senior honor students would be as out of place as the New York Times in a remedial reading group. However, this value may conflict with others, such as the importance of reading the local paper, in which case a priority system of values must be established and a decision made whether to use the local newspaper or to use it even though the reading level might not be appropriate. Do the advantages out-weigh the disadvantages?

Fourth, as with any subject, teacher interest will often determine student interest. The teacher who is energetic and motivated will reach most of his class. Yet, enthusiasm cannot take the place of knowledge and the teacher who has studied the mass media will widen the scope of student interest and knowledge. Emerson has said that "nothing great was ever accomplished without enthusiasm." Likewise with good teaching.

Specifically, what techniques can be employed to stimulate interest? Here are some possibilities.

Teachers may appeal to the student's desire for the unusual, different, and the new. Indeed, newspapers are constructed around this human desire.

1. Read old newspapers. The New York Times, and other papers, often run off new copies of historical editions. The contrast with today's newspapers is both educational and amusing.
2. Display unusual headlines on a bulletin board. These may be of the "man bites dog" variety or of a more serious nature. Placing two weeks of banner headlines in sequence on the bulletin board will draw some attention.
3. Examine foreign or out-of-state newspapers.
4. Ask your students for example of the "new."
5. Hang the newspaper by sections on the wall. A half dozen clips on a wire will hold five sections. The fact that the newspaper has never been hung on the classroom wall before is new and at least one student will make inquiry.
6. Another way to arouse interest is by appealing to the student's desire to solve a problem. Prepare questions based on the day's newspaper and have students search for the answers.
7. Bulletin board quizzes, in which newspaper articles and pictures are used, are often effective interest arousers.

Also, teachers may appeal to other personality desires and needs.

1. The young student's desire for adventure can be satisfied by a tour of the newspaper plant.
2. Newspaper stories that appeal to particular students may be read aloud. Usually these will dwell on the unusual.
3. Discussion of sure-fire topics, such as the teen column or Ann Landers, are good points of departure. Caution: like fire, the discussion can get out of control and depart from the planned lesson.

4. Group activities with the newspaper will meet the social needs of some students.

Thus, the teacher must know his students who come to class with varying backgrounds of knowledge about newspapers and interest in them. After satisfying the students' interest, you are ready to develop the unit either as prepared by yourself or with the class. Orienting the students to the newspaper might be the next step in the unit.

STUDENT ORIENTATION

Even though daily newspapers are probably quite common to the average junior or senior high school student, few will really be aware of their format, contents, and the methods of news writing. This lack of newspaper knowledge is not unique with the younger generation alone, but is also shared with many adult readers, even some who are quite well educated. Be this as it may, maximum value from a newspaper can be obtained only when its readers are familiar with and understand the aforementioned items. This knowledge is best taught before students really get into the use of newspapers in their classes. Once learned, newspapers will be much more enjoyable and valuable to them, and one of the goals of newspaper use in the classroom--the development of intelligent adult newspaper readers--will be partially realized.

No two newspapers are exactly the same, but all share a format and method of news writing which is quite standard throughout the newspaper industry. Each student will have to become familiar with his own particular paper and have a general knowledge about all others. The following information is for no specific newspaper but, with changes to fit the particular paper being used, can be adapted to virtually any newspaper in the United States.

The Front Page

A newspaper's front page is its show page and, in the opinion of the editors, contains the most important news of the day. Students should be taught early--by comparing different papers--that no two newspapers will have exactly the same news stories on the front page. The editors, usually in a joint decision, will determine what news they feel should rate the front page, by considering the local situation, the prominence of the people, places, and events involved, and the time news is received.

The masthead of a newspaper is located at the top of the front page and gives such information as: name, date, place of publication, number of pages and sections, edition, price, slogan, total years of publication, and perhaps a brief weather summary or mention of an important news article.

Newspapers try to arrange news sections and features in approximately the same place each day; but since this is not always possible, readers need to be able to locate the section or feature they want without having to leaf completely through the paper. An index or table of contents is the method by which most newspapers help their readers locate what they want quickly. This guide is usually found near the bottom of the front page and has its information listed alphabetically.

Front page news is arranged according to the editors' ideas of its importance and the time at which it is received. The major news story is found in the last column to the right--column eight. The second most important story is found at the extreme left-hand side of the page--column one. An attempt is also made to group similar articles according to the field in which they lie.

Newspapers differ in their methods of handling front page articles. Some of them start and complete their major articles on the front page; others start them there but finish them on succeeding pages. In both cases, attention is quite often called to the location of related stories.

It would be virtually impossible to make sense out of a newspaper if it were not for the aid of headlines. Headlines serve as titles and provide brief summaries for news articles. A headline is generally of two parts--the main headline and the "decks" which are below the main headline and provide additional information. Students should be taught that valuable as headlines are, a mastery of the news can never be obtained by mere headline reading. Headline information is sketchy at best and does not always give a balanced picture of the news which follows. This can be pointed out by having the students read an article (examples of which will appear in almost any paper) which contains information that was not even hinted at in the headlines.

Top reporters like to receive credit for their stories. This is done by having the name of a story's writer, called a byline, appear at the top of the story. A date line is another means of identifying a story. It tells the place, sometimes the time of origin, and the reporting news agency of a non-local story.

News writing is of a specialized type, different from any other. A well written news story presents the news in the form of an inverted pyramid--the substance of the story being in the first several paragraphs, with the news becoming less important or more detailed as the story progresses. The first few sentences are called the lead and contain the most important parts of the story, usually that information on which the headlines were based. Knowledge of news writing is very important, especially for those who have only a limited time for newspaper reading and yet want to keep up on the main points of the news.

Other News Pages

Although the front page is the show page of the paper and contains the most important news, it certainly cannot and does not contain all of the important news of the day. Other pages and sections contain local news and news stories that are not considered important enough by the editors to warrant the front page. If a comparison of newspapers were made, some stories on the inside pages of one paper would appear on the front page of another, and vice versa.

What has been said about the grouping of related news stories, headlines, bylines, date lines, and the inverted pyramid style of news writing is just as true for the other news pages as it is for the front page and, therefore, will not be repeated.

The Editorial Page

In a good newspaper, news articles are supposed to be as factually written and as unbiased as is humanly possible. This is not true with the editorial page, which exists for the purpose of presenting opinions.

The editors of the paper present their opinions on various subjects. These editorials are usually not signed and represent the thinking of the editors as a body. Editorials are not written in the inverted pyramid form of news stories, but follow the more conventional form of informal essay writing.

The editorial page is not limited to the presentation of the editors' views, but is also available to express opinions of the readers of the newspaper. Readers are encouraged to send in their views on virtually any topic, some stipulations being that their articles be signed, (although the signature does not have to appear in the paper), kept within a maximum word limit, and show proper taste.

Most newspapers present the views of one or more nationally syndicated columnists on their editorial page. The views of the columnist may or may not agree with those of the newspaper. Quite often the writings of two columnists with conflicting philosophies or ideas will appear, so that the readers may be presented both sides of important issues.

A political cartoon usually appears on the editorial page. Large newspapers have their own cartoonists; smaller papers usually subscribe to a syndicated service. Students should be taught to understand and interpret political cartoons.

Although the editorial page is primarily for the presentation of opinions, it may also contain other information. Entertainment features, such as jokes, humorous columnists, riddles, non-political cartoons, and certain short features are typically found on the editorial page.

The Sports Section

The sports section, because of popular interest, occupies a very important place in a newspaper; in fact, it might be considered a paper within a paper. As such, it has its own editor, editorials, feature columnists and reporters. News articles on sports are written in the usual inverted pyramid style of news writing.

Feature Pages or Sections

The name newspaper implies a paper devoted to news, which is true; but a good newspaper also contains many other features and sections, quite a few of which are concerned with entertainment. Some features devoted to entertainment are comics, radio and TV page, theater guides, book and drama reviews, crossword puzzles, bridge column, travel pages, fiction stories, hobby clubs, and others. The number of features will depend upon the size of the paper and the amount of reader interest.

Non-entertainment or news features also occupy a very important place in a daily newspaper. Some of these are: business and financial pages, market reports, vital statistics, obituaries, homemaking section, agricultural section, home owners' section, women's pages, religious pages, school section, and others.

The degree to which the entertainment and non-entertainment features will appeal to students will quite largely depend upon the individual students. However, the entertainment features, especially, are quite often a good motivating factor for student use of the newspaper.

Photographs, Charts, Diagrams, and Maps

Students should be shown the value of pictures, charts, diagrams, and maps in their use of the daily newspaper. These aids can make newspaper reading more interesting and enlightening.

Advertising

Newspaper advertising serves a twofold purpose. It is, first of all, a major source of revenue for newspapers; and secondly, it provides a valuable public service. Local and national advertisements are carried in daily newspapers. These, as a rule, appear on any page of the newspaper, although usually not on the first page and rarely on the editorial page.

The most popular type of advertisement used by the average individual is the classified ad. Classified advertisements are found in a separate section of the paper, usually near the back, and are available to the general public at a nominal rate.

Clear and Cold

High 35 to 40
Low 25 to 30
Wind S to SE

The Flint Journal

Center Avenue
Ann Arbor, Mich.

No. 1000

Eighty-Six Cents

Published Daily
except on Sundays and
Holidays

Flint, Michigan, Tuesday, February 28, 1962

Home Delivery 50c Per Week—Single Copy 10c

GLENN IN THIRD ORBIT

Reports His Condition Excellent

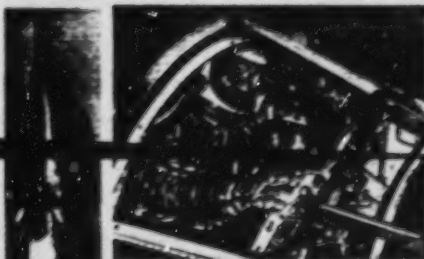
MAIN
HEADLINE

DECKS

DATELINE

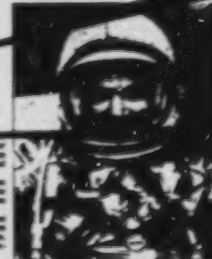
MAJOR
NEWS
STORY

LEAD

Astronaut
Scores Big
U.S. Victory

CAPE CANAVERAL, Fla.—American astronaut Scott Carpenter, 37, successfully completed his second mission around the earth today and landed in a third orbit that almost touched down on the moon.

The 40-year-old carrier became the first American to orbit a large object, scored his second orbit and flew 85.5 hours at a top speed of 17,500 miles an hour.

\$1-Billion Pay Increase
Asked for U.S. Workers

WASHINGTON (AP)—The American Labor Union today asked for a \$1-billion pay increase for its 1.5 million members, a 10 percent hike over the \$9.5 billion it received last year.

The union said the increase was needed to keep up with the cost of living and to provide a living wage for its members.

Fair Grounds
Plan Backed
By Swainson

COLUMBIA, Md.—Gov. J. Morgan Kousser today backed a plan to build a new fair grounds in the city, a move that would replace the old grounds and provide a new center for the city's annual fair.

The plan, which was approved by the city council, calls for the construction of a new fair grounds on a 100-acre site in the city.

Fire Kills Dad,
Saves Children

CHICAGO (AP)—A fire today killed a father and his wife but saved their three children, who were rescued by firefighters.

The fire broke out in a two-story apartment building in the city, and the fire department arrived within minutes.

In Today's Journal

Today's Journal contains the following news stories:

- Astronaut Scores Big U.S. Victory
- \$1-Billion Pay Increase Asked for U.S. Workers
- Fair Grounds Plan Backed By Swainson
- Fire Kills Dad, Saves Children



Continued on page 2

INDEX

Flint Boy Third In Regional Meet

Places in Optimist Oratorical Contest

Gerald R. Lyons Jr., a ninth grader at Longfellow Junior High School, placed third in a regional oratorical contest Saturday sponsored by Optimist International in Great Falls, Mont.

Gerald, 15, of 225 Mary St., qualified for the regional competition by winning a statewide contest held at the Hotel Durant May 18 as part of the 21st convention of Michigan Optimists Clubs.

Gerald, the son of Police Inspector and Mrs. Gerald R. Lyons, was sponsored by the Breakfast Optimist Club of Flint.

Local News: Show the class that local stories are of interest and importance to the community.

July 4 Set For Algerian Independence

PARIS (UPI) — Algeria, like the United States, will declare its independence on the fourth of July, French government sources said Saturday.

On Wednesday, exactly 186 years after the American declaration of independence, the Algerian government's official journal is expected to publish President Charles de Gaulle's proclamation of the results of today's independence referendum.

Expected is a lop-sided vote for independence. And De Gaulle's proclamation will officially end 132 years of French rule.

The results will be announced unofficially early Monday. On Tuesday evening, the sources said, French High Comm. Christian Fouchet is expected to call on Abderahmane Fares, president of the mixed Algerian Provisional Executive, and hand over control to him.

International News: Have the class find international news articles which reveal customs in other lands.

Driver Ducks As Pole Goes Through Car

An elderly motorist escaped injury today when a utility-company pole, being carried on a trailer, smashed through his windshield and out the rear window.

The driver of the automobile was Alfred Grunewald, 67, of 7263 S. Gale Rd.

The 65-foot pole and another smaller pole were on a Consumers Power Co. truck being driven by Walter E. Novak, 5427 N. Genesee Rd.

The mishap occurred shortly after 8:30 a.m. on S. Saginaw Road at E. DeCamp Street.

The truck was being turned right from Saginaw onto DeCamp when the automobile struck the pole.

Grunewald told sheriff's deputies he did not notice the poles until it was too late to stop. Then, when he saw he could not stop, he ducked down, he said.

Accident Report: Have the class check the lead sentences of the accident reports for structure and content.

OTHER NEWS ARTICLES

At Odds Over Ends

Toilet Tug-of-War Strains Snake

PASADENA, Calif. (AP)—College student Mike Krieger wanted to help a friend's snake work up an appetite, so he put the 7-foot anaconda in a bathtub of warm water in his apartment.

As frequently happens when someone is in the tub, the phone rang.

Krieger, 20, returned to find the anaconda — which crushes its prey like the boa constrictor — disappearing down the toilet. He grabbed its tail and started pulling.

In the next apartment, Bob

Titsworth, a graduate student at California Institute of Technology where Krieger is an undergraduate, happened to look into his bathroom, unaware of the drama next door. The snake's head had appeared in his plumbing.

Still unaware of dual interest, each man bent to the task of saving the snake. Mike and two friends—not wanting neighbors to know of their pet—tugged at the tail. Bob enlisted two fire department units, several policemen and a Humane Society worker in a try to coax the snake out.

It took an hour and a half for the two factions to learn they were at odds over the ends.

The men then broke the plumbing and retrieved the snake, by now perhaps with an appetite but certainly with little stomach for further such adventures.

The Humane Society took custody.

Krieger explained that the warm water in the tub helped the snake — a cold-blooded tropical animal — raise its body temperature and thus feel more interested in eating.

Human Interest Articles: Ask the class to point out the distinguishing mark of a human interest story.



DAVID-BYE—ST. LOUIS POST-DISPATCH
 "STOP ASKING FOR STALINGRAD STORIES.
 THERE IS NO STALINGRAD."

Political Cartoon: Have the class interpret the message of different editorial cartoons.

U. N.'s 'Democracy'

Acting Secretary General Thant and Ambassador Stevenson are both against changing the voting system which gives the smallest member of the U. N. the same vote in the General Assembly as the greatest. The United States, the Soviets, the Indians, have no more voting power than Iceland, whose population is under 200,000. To many of us this seems a mistake. But Mr. Thant and Mr. Stevenson have one point on their side. This is that the voting system in the U. N. can only be changed by amendment of the Charter—and at the present time amendment of the Charter is politically impossible.

We must face the fact that the U. N. will not be re-formed in any major way until the cold war is over. It is certainly not yet a democracy, but it is as democratic as circumstances at the moment will allow. Its great problems are: first, how to pay its accumulated and expected bills; second, how to use U. N. forces to keep the peace as they are doing in Gaza and as they have been trying to do for so many months in the Congo; third, to improve procedures and to make the Assembly an actually deliberative body.

Mr. Stevenson pointedly observes that the "United Nations is a community of tolerance, and a community of tolerance is a terrible frustration to the totalitarian mind." As long as this is true, we can be patient about perfecting the machinery.

Editorial N. Y. Times: Have the class compare editorials of different newspapers.

Spending

WAKE UP TAXPAYERS! During this stress period of our state's financial status; our legislators voted to raise their own salaries last spring. The governor gets \$5,000 more a year, attorney general, secretary of state, the same; also the auditor general and state treasurer. The justice of the supreme court \$7,000. Legislators \$1,000 plus \$250 added to their \$1,000 expense accounts. The voters had no voice in this. What has become of the government of the people?

State expenditures are ridiculous! There is no concern for those who struggle to pay. If they have a conscience they would be convinced if they strolled through the bargain stores and see these people trying to find shoes for their children and clothing at a price they might afford. They include our majority population.

The big spenders, big building, big expansion idea exists in our city and federal governments also. They vote for every issue that takes tax money. It is the duty of every American citizen to see the folly of wasteful spending. England and other countries are lowering taxes and curtailing expenses. Why can't we?

Let us hope at this time of season of the Risen Christ as Jesus has asked: "Feed My Sheep!"

LZ

Letter to the Editor: Have the students check the accuracy of the statements made in letters to the editor.

EDITORIAL PAGE

Poem Offered for Critical Father

Worried Boy Reassured

DEAR ANN LANDERS: I am 10 years old and love my parents very much. I hope they love me but I am not sure. Sometimes they act like they do and sometimes they act like they don't.

I have some cousins and my father thinks they are angels. Especially my cousin Gregory who is one year older than I am. Whenever I do something that isn't perfect my father says he bets Gregory would not do that.

I want my folks to like me because I have to live here for another 11 years at least. Can you print some advice for me like you do for older people so my father will like me better? I sure do thank you. — Charles

Dear Charles: I'll bet your father wouldn't trade you for all the Gregorys in the world. He just thinks Gregory is so great because he sees him when he's on his best behavior.

Here is a poem. I hope you will tear it out of the paper and hand it to your dad. The person who wrote it calls herself "Zoa."

*Fathers are large people,
Who frequently declare
That "other children" eat
their meals and sit
straight in a chair.
"Other children" wash their
hands*



Ann Landers

According to my father.

*They never yell, or lose their
hats,
Or fight, or be a bother.
"Other children," Father
says,
Speak when they are spoken
to,
They answer "please" and
"thank you"
The way I'm supposed to do.*

*I'm sorry for my father,
Just as sorry as can be,
He knows such lovely
children,*

And then got stuck with me.

• • •

American League				
	W	L	Pct.	GB
Chicago	5	2	.714	—
Los Angeles	4	2	.667	½
New York	3	2	.600	1
Cleveland	3	2	.600	1
Detroit	3	2	.600	1
Baltimore	3	2	.600	1½
Washington	2	3	.400	2
Kansas City	3	5	.375	2½
Boston	2	4	.333	2½
Minnesota	2	5	.286	3

Baseball Standings: Have the students locate other daily reports and charts given in the newspaper such as the stock market quotations and the television listings.

From Russia

The Soul Of the Past Survives

"STORIES FROM MODERN RUSSIA," edited by C. P. Snow and Pamela Hansford Johnson (St. Martin's Press, \$4.95).

This collection firmly dispels the fear that Soviet rule has meant the end of the great literary tradition of Russia.

True, the party is mentioned in each of these seven tales, but with no more emphasis than any American writer would mention county assessor so-and-so if and when necessary to his story.

While the Communist Party is an all-pervading fact of life in modern Soviet society, these stories show that the people and the glorious Russian soul of 19th Century literature remain unchanged.

As in the great tradition, the emphasis isn't on plot or polished style. Recording the inner realities of life and men is what these writers strive for the capture, on paper, of the soul.

Outstanding is "One Man's Life," a magnificently moving tale of World War II told with utter simplicity. This one is by Mikhail Sholokhov, author of "And Quiet Flows the Don."

VIVIAN MARTIN

Entertainment Feature: Discuss with students why a columnist like Ann Landers is widely read.

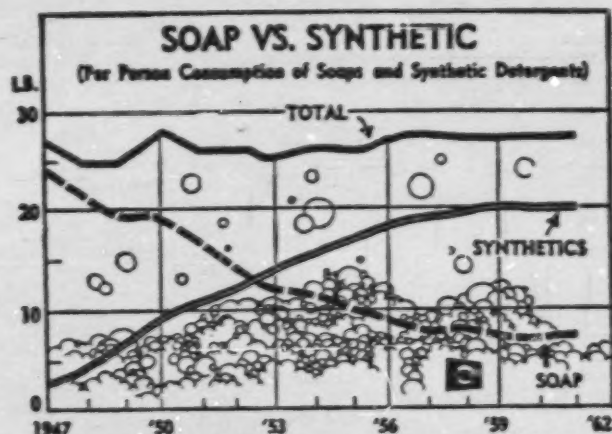
FEATURES

Book Review Detroit Free Press: Ask students to explain the purpose of a review of a book or movie.



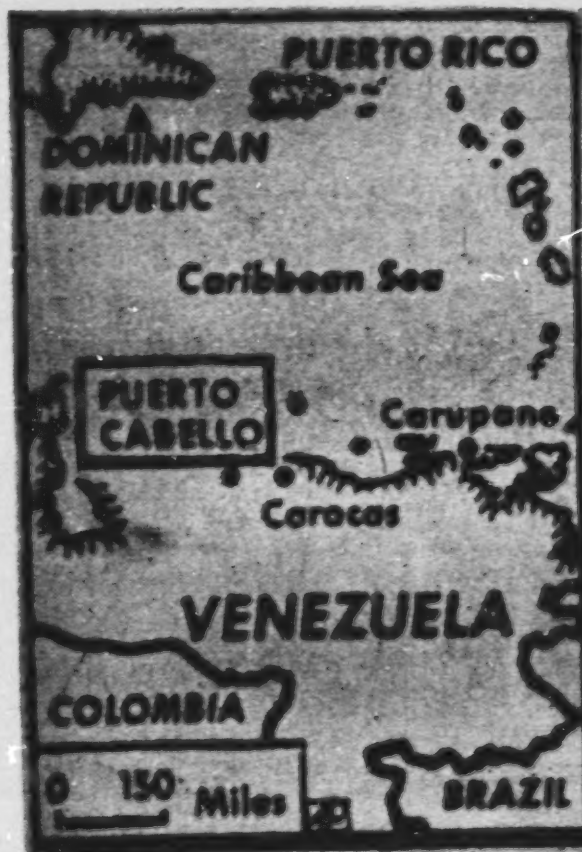
The Car Was 'Speared' by the Pole on S. Saginaw Road at DeCamp Street Today (Journal Photos)

Photo: Ask students to bring in newspaper photos that tell stories.



SUDSY STATISTICS—While Americans have maintained a fairly steady rate in their total use of soap and synthetic detergents since World War II (about 27 pounds per person annually), the separate use of each has shown a scissorslike trend. Use of synthetic detergent rose sharply from 3 pounds per capita in 1947 to a record 20 pounds in 1959 and has remained on this plateau. On the other hand, during the same period soap consumption dropped from 24 pounds to only 7. Data from U.S. Agriculture Department.

Graph: Ask students to interpret graphs found in the newspaper.



REVOLT AREA—Map locates Puerto Cabello naval base in Venezuela where a marine garrison has revolted, government sources in Caracas admitted Saturday. Also located is Carupana, where another revolt by marines quickly collapsed a month ago. (AP Wirephoto Map)

Map: Have students find and use a map in the newspaper.

PHOTOS, MAPS, GRAPHS

Employment
Male Help, Salespeople 35A

SALESMAN—

WE NOW have an opening on our sales staff for a young married man with pleasing personality to be covering inquiries on electrical appliances. Must have car.

(WE OFFER the following):

1. UNLIMITED earnings.
2. OPPORTUNITY for advancement.
3. GROUP Hospitalization plan.
4. VACATION with pay.
5. CAR allowance.

FOR interview phone

SU 8-4011

Want Ad: Have students write a want ad or answer one.

SAMUEL BRONSTEIN
PRESENTS
CHARLTON HESTON EL SOPHIA LOREN

Special
First
Engage-
ment

Seats
Are Not
Reserved

Starting Sunday at the Palace

Theater Ad: Have the class make a list of the possible entertainment activities listed in one day's newspaper.

ADVERTISING

OPEN MONDAY & FRIDAY 9 P.M.
NITES 'TIL
6x6 INLAID TILE! NOW ONLY 4c EA.

Genuine Formica Discontinued PATTERNS SQ. FT. 29^c Nationally Advertised DuPont Lucite PAINT	1962 WALLPAPERS GUARANTEED WASHABLE Price for 10x12 Room 10 ROLLS SIDEWALL 4 ROLLS CEILING 15 YARDS BORDER \$5⁸⁸	ARVON Plastic Oil Texture Paint Price for 9x12 Room \$19¹⁶ 4 Gals. Texture 9'x12' FELT BASE RUG 3⁹⁵ 9 ft. and 12 ft.
Plastic WALL TILE Complete for 5x7 Bath! \$16⁹⁵	NEW SHIPMENT First Quality ASPHALT TILE 4 1/2^c Plastic Fortified	FLOOR SANDERS RUG SCRUBBERS FLOOR POLISHERS RENTED REASONABLE RATES
ARVON READY MIXED BASEMENT PAINT Price for 12x20 Recreation Room \$19¹⁶ 4 Gals. Moisture Proof	54-Inch WALL Cover Factory Irrigs. 4-PT. 1⁰⁰	DUPONT DULUX ODORLESS ENAMEL Price for Average Kitchen \$9⁴⁵ Super White and Colors
FOGELSONGER'S 6408 N. Saginaw St. (Near Ruth) Open Daily 8-6 ★ Mon. & Fri. 9 P.M. SU 9-7071 ★ Charge-O-Matic ★ SU 9-7261		

Shopping News: Have students check the advertisements in one day's newspaper and make a shopping list.

Two famous women died last month, a few days apart.

Emily Post was famous as an etiquette authority. Melanie Klein was famous for her research in childhood problems.

Mrs. Post received fat columns of obituary comment; Dr. Klein received a few lines at most. Yet, within 25 years, Mrs. Post's name will be as much a faded souvenir of the past as "Dorothy Dix" while Dr. Klein's reputation will increase to gigantic stature all over the world.

The newspapers tell us that they do not "make" news; they merely report it.

"Everybody knew who Emily Post was," they say, "and hardly anyone heard of Melanie Klein. So naturally we are forced to give Mrs. Post much more prominence when she dies."

I find this a shallow and unconvincing argument, although I have been a dutiful newspaperman all my grown life.

A newspaper is a powerful instrument of mass education, as well as a mere purveyor of news events. Is it not part of the legitimate functions of a newspaper to bring the profound and revolutionary work of Mrs. Klein to the attention of its readers?

The radical critics of American journalism accuse the newspapers of "slanting" their news stories in favor of the policies they advocate. This charge is largely malicious nonsense.

The real sins of newspapers are those of omission, rather than those of commission.

In what they print, the newspapers (on the whole) make a determined effort to be fair, accurate and as complete as space allows. But in what they do not print--because "it lacks news value"--they fail to meet their obligations as organs of enlightenment, and become merely instruments of entertainment.

The editors themselves know this, in their more meditative moments.

Each year, in annual meeting, the nation's managing editors vote themselves a kick in the pants for the "most overplayed story" of the year--which usually concerns Marilyn Monroe or Eddie Fisher, or some other immortal piece of rubbish.

A genuine criticism of the American press is that it too slavishly follows public tastes and fads and vulgarities.

Jefferson thought that democratic education--of which the press is an important part--should raise all men to the level of the true aristocrat. But too often the mass media of communication seem engaged in a resigned effort to reduce all men to the level of the lowest.

Mrs. Post wouldn't like that.

Harris, Sydney J., Detroit Free Press

Reading a Newspaper

"Most high school and college students read one or more newspapers regularly, spending from ten minutes to over an hour's time each day in this activity. The average time spent by students reading the newspaper is from fifteen to thirty minutes a day. The three favorite sections, in order, are the comics, the sports page, and the front page. Picture sections are always popular. Many high school and some college students prefer the tabloids.

"When students were asked if they believed what they read in the newspaper, in some schools as many as 90 percent stated that they had no special method of reading the newspaper. Reading everything concerning their special interests and glancing at headlines only were two principal plans used. A few read almost everything thoroughly."³

Importance of Reading the Newspaper

Do your students read the newspaper? In Part I--"Getting Started," there was a reading questionnaire and an interest inventory test. The answers to these will give you some insight into the newspaper reading habits of your students. The results might be written on the board or given to the students in a dittoed summary. The students could then see graphically how they rate individually and as a group in newspaper reading.

With this presentation, the following questions might be asked and discussed:

How important is it to read a newspaper?
What do people read in newspapers?
How do your parents read the newspapers?

1. How Important Is It to Read a Newspaper?

Most people read newspapers. Approximately 60,000,000 copies of newspapers are purchased every day in the United States. In our nation today there are over 1,700 daily and 10,000 weekly newspapers published. The Flint Journal is delivered to 98 percent of the homes within 25 miles of Flint. Obviously, the demand for newspapers indicates that they are very important to the vast majority of people.

Why are newspapers so important to people? Newspapers are the best source of current and detailed information. They take their readers on tours of little known and forgotten places like Goa or Nepal.

³ Smith, Helen K. "A Survey of Current Reading Interests in Grades Ten Through Fourteen," Developing Permanent Interest in Reading, op. cit., p. 66.

They give people a knowledge of the happenings and problems in their nation and throughout the world. Newspapers take readers on round-the-world trips every day, permitting them to visit with other people in all walks of life, and helping them to understand current economic, political, and social changes. Newspapers inform readers what their President is doing and where he is. They publicize the laws being enacted in Congress. A newspaper is important because it serves as an informative kaleidoscope of world events.

Newspapers inform people about their own community. People are interested in their own locality. They are pleased to read about the familiar--people, places, and events that are known to them. The home town newspaper serves this important function of reporting about the local area. A newspaper is important, because it serves the function of bringing the community to its readers.

A newspaper offers many other interest areas to its readers. Advertising informs readers of products and services that are available. Opinion articles on the editorial page offer viewpoints to be considered in forming opinions. Informative articles present facts and general knowledge that can be used in our daily lives. Entertainment features offer opportunities for relaxation after a trying day. A newspaper is important, then, because of the many services it makes available every day.

2. What Do People Read in Newspapers?

People read those articles in the newspaper that are important to them. Specifically, this importance can be stated in three ways:

- People read the newspaper for general information.
- People read the newspaper to cultivate interests.
- People read the newspaper for a definite purpose.

First, people read the newspaper for general information. Most people are curious as to what is going on in the world around them. Further, they are interested and concerned about other people and events. It is the newspaper that helps satisfy this curiosity, this interest, and this concern. Second, the newspaper helps to cultivate interests. Individuals read the newspaper to develop new interests. Persons who are provincial in their outlook and experience can find in the newspaper the door to many new worlds. The newspaper takes one to provinces, cities, and precincts that one might otherwise never visit. Newspaper articles offer many suggestions for new hobbies and information to expand established interests. Third, some people read newspapers for a specific purpose. The sports fan wishes to follow his favorite team. The financier reads the newspaper to try to understand the market trend and to get the latest stock quotations. The housewife reads the women's page to learn of new recipes or household hints. So it goes, ad infinitum. People read the newspaper for many reasons.

Avid newspaper fans, however, read the newspaper for all three of these reasons. The newspaper is an important part of the daily routine. Without it, a person seems out of touch with the world. It helps to keep one in contact with people, places, and events around him.

Since the interests and background of many students are limited, it is important for the teacher to cultivate and foster as many interests as possible in these students. The newspaper provides this opportunity. The newspaper offers a wealth of material. Its most important function is to present the news. This is the one area, in particular, that concerns most readers. This is the one area that should be taught in the classroom. If a student realizes that informed citizens assure a continued and strong democracy, he may be motivated to read news articles pertaining to governmental policy and decision. If a student realizes that newspaper reading enables him to converse with people about events that are happening now, perhaps this will stimulate him to broaden his newspaper reading. If a student understands that newspapers give background information, reasons why a problem exists, and information as to what is being done about it, this may help him to be more selective in his newspaper reading.

3. How Do Students' Parents Read the Newspaper?

After the students are aware of some of the reasons why people read the newspaper, it would be worthwhile to ask them to observe their parents or some other adults reading the newspaper. From this first-hand experience, they can see what their parents read and what method is followed. This would offer a good opportunity for discussion. What do people read first in the newspaper? What part of the paper do they concentrate on? How much time do they spend reading the newspaper? What portion of their time is spent on news? How much emphasis is given to other parts of the paper? Do dad and mother read different sections of the newspaper? What parts of the paper do other members of the family read? Are newspaper articles discussed in the home? These are some of the questions that can be asked. Certain students might report their observations to the class. Other students might give a dramatic presentation by imitating the way dad and mother reads the newspaper. The class might write a short paper discussing newspaper reading in the home. In this way, not only can the importance of newspaper reading be emphasized, but techniques in newspaper reading can be observed and students can compare their ways of reading with those of others.

A Plan for Newspaper Reading

Interest is the best plan for newspaper reading. It has been mentioned that people read newspapers for general information, to cultivate interests, and for specific purposes. Each purpose suggests a different plan. The person who reads for a specific purpose will turn to his areas of interest first. The one who reads for general information may read the paper cursorily. The individual who seeks to cultivate an interest may skim rather rapidly over articles until he finds something that strikes his fancy. Of course, there is the methodical reader. This individual follows a specific procedure habitually, day after day. He might read the front page first and then follow important international, national, state, and local stories found throughout the newspaper. Next, he might read the editorial page and then look

at the sports, advertisements, and comics. It is important to remember that the method one follows is not important. What is important is that one reads the newspaper.

Two points, however, should be remembered. First, the average newspaper reader will have to be selective. He will not have time to read all of the editorial page or all news articles. Headlines help the reader to be selective. They assist a person in finding those articles that are of interest to him. The index also helps the reader to be selective. Most daily newspapers have an index (a brief detailed alphabetical key with page references to areas of interest). If the reader has some regular feature he is particularly interested in, the index gives the page and section where it can be found. Though most newspapers are consistent in their format, the size of the newspaper varies from day to day. An index under such circumstances is an invaluable aid.

The Seven Categories

To assist the student in reading news articles, it might be pointed out that most news articles fall into seven groups. These groups are determined by what the news emphasizes. If a student has knowledge of the seven news areas, it will help him to bring order to his reading. The epicenter of the news article may be as follows:

1. Name--Is the significance of the article centered on a personality?
2. Fight--Does the story imply that some principle or idea is worth arguing about?
3. Beat--Did the story come from an area (city hall) that is regularly covered by reporters?
4. Surprise--Is the story of value because of a surprise element, such as a man biting a dog?
5. Respectable Crusade--Does the article center on some worthwhile need in the community, state, or nation?
6. Local--Is the article important because it happened in this community?
7. Entertainment--Is the article of human interest?

The Three S's

Speed reading, Scanning, Slowing down

Newspaper articles are written in a way to help one read quickly. After the headlines, which introduce the story, the opening sentences give the reader the important information of the news article. They usually answer the questions who, what, where, when, and why. This enables the reader to accelerate his reading speed. If one does not read newspaper articles rapidly, then probably his method is wrong. If one discovers he reads word by word, he should train himself to read by phrases. As a help, one should read at a point slightly into each line, so as not to begin in the margin. Finally, to speed one's reading, a person needs consciously to read at a faster pace. By timing oneself

periodically and consciously increasing speed, a person can and will read faster.

Scanning the newspaper is another time saver. A person cannot read everything in the newspaper. Newspaper stories are written with headlines which enable the reader to spot stories of interest to him. By scanning, the reader can be selective and choose at random the articles which he wishes to read.

Though speed reading and scanning are very important in order to cover the newspaper thoroughly, there are times when a particular article is of special interest. When you find such an article, slow down, and read it as carefully as you wish. To paraphrase Sir Francis Bacon:

"Some newspaper articles are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some are to be read only in parts, others to be read but not curiously, and some few to be read wholly, and with diligence and attention."

Studying and Interpreting Pictures, Charts and Maps

Often newspapers help to make a story clearer to its readers by having pictures, charts, or maps accompanying the story. Pictures make the story come alive, for one can see the person or event in the two-dimensional photograph. The picture visualizes the story for the reader and helps him to understand it. "One picture is worth a thousand words" is very true in this case. Likewise, maps of continents, countries, or areas point out specifically where an event takes place. We may know the general location of Christmas Island, Sverdlovsk, or the Persian Gulf, but an accompanying map will more clearly indicate the location of the story. Charts and graphs pointedly indicate pertinent information and statistics which must be understood to follow the gist of the story. Always remember, then, remind students to scrutinize a picture, to survey a map, and to analyze a graph when they are included with a story. These are printed to aid us.

Jumping to Conclusions

Remember that news articles are often out of context. They do not always provide background information nor is this always their function. Also, in any reading you need to realize that there may be some coloring of facts. Oftentimes this is done unconsciously because all of us are influenced by experience, background, attitude, or associates. Reporters constantly strive to be objective, but there are times when the reader should question some part of the story he is reading. It might be the point of view of an eyewitness, the quotation of a person interviewed, the opinion of a news analyst, or the emphasis given the story by the newspaper.

In reading try to identify and define the problem if there is one. Is more information needed than the story supplies? After you have obtained additional information, attempt to evaluate all of the data. What are the pros and cons? In spite of one's prejudices, what valid conclusions can be drawn? Possibly the issue is one in which either of two opinions is equally valid. If this be the case, what view will the reader hold?

These are all important steps in critical thinking. They may be summarized by the rule: Read--define problems--question facts--read--evaluate data--draw a conclusion.

Using Logic

In addition to the above steps in critical thinking, a reader needs to be aware of fallacies which might confuse him. Sometimes illogical conclusions are drawn simply because of the reader's ignorance or misapprehension of facts. However, false conclusions might be drawn because of errors of argumentation. Arguments are based on words or ideas which appear to be true. However, thoughtful consideration might indicate that the words or ideas are misleading and bear only a resemblance to truth. To detect these, it is necessary to understand the various kinds of fallacies which might be employed. (Refer to "To Evaluate Mass Media" section.)

Being Alert for Sensational Newspapers

Though most of us ordinarily read our hometown newspaper, occasionally we visit another community and must be temporarily content with its newspaper. If this happens, the reader should beware of the sensational newspaper--the one that emphasizes the unusual and the lurid as a daily policy. Large headlines like:

AX MURDERER CONVICTED

are an indication that the newspaper is more interested in appealing to the baser emotions in readers than in attempting to inform them. Such newspapers are rare. Responsible newspapermen shun this kind of appeal. We should do likewise. It is the mark of a discriminating reader.

Handling the Newspaper

Demonstrate a simple method of folding a newspaper. A standard newspaper can be easily folded vertically down the middle and then folded to the half page desired. This is for the many who need to conserve space when reading. If your students have ample space, a large size desk or table before them, they need only open the paper to its full width to read their favorite columnist, comic strip or a news story.

It Is Helpful for A Reader to Know These Newspaper Terms

AP --	An abbreviation for Associated Press.
Banner headline --	A headline in large letters running across the page.
By-line --	A line at the head of an article telling by whom it was written.
Date line --	A line at the beginning of a story giving the place and sometimes date of the story.
Editorial page --	A special page in the newspaper in which the editors write a column giving their personal opinions. On this page one often finds the articles of syndicated columnists and letters to the editor from newspaper readers.
News article --	A timely account of a happening of interest to a large number of readers.
Feature story --	A story printed more for entertainment or background information than for its news value.
Headline --	An explanatory title over a newspaper article.
Index --	A brief alphabetical listing with page numbers indicating where items may be found in a newspaper.
"Jump" stories -- or "Break-overs"	Stories continued from the front page.
Lead --	(Pronounced "leed") The first few sentences at the beginning of a story which present a capsule summary of the story.
UPI --	An abbreviation of United Press International.
Wirephoto --	A trade name used by the Associated Press for its system of transmitting photographs by wire.

— THE COLUMNIST AS TEACHER AND HISTORIAN —

The commentator, especially one who writes about international politics, is able to point up the significance of current events, even the most fleeting, only by reporting the event in connection with the whole background. In its turn such an interpretation implies a philosophy of history with a dual obligation: a concept of the relationship between sovereign states, and a view of the fundamental problems posed, in our time, by the nature of these states and the redivision of power. Philosopher of history by necessity, the commentator becomes inevitably a teacher. He is forced to explain to his compatriots the kind of world in which they will have to live, what they will have to do in order to help their country survive, prosper, and grow.

Aron, Raymond, "The Columnist as Teacher and Historian" as cited in Walter Lippmann and His Times by Marquis Childs and James Reston (eds.). (New York: Harcourt, Brace and Company, 1959). (pp. 114-115)

Teaching with Newspapers

NEWSPAPER AS A TEACHING AID IN SPECIFIC COURSES

"The content-area teacher plays a dual role in extending reading interest. First, he gets his pupils interested in reading, and prepared to read material on the particular subject. Second, he uses the content area to give depth and breadth to the original reading interest so that growth of reading interest may be thought of as a spiral in pattern."⁴

Because of the prominence of newspapers among the mass media, it is very important that students be taught how to understand and read them effectively. These understandings, as described in previous chapters, can readily be taught through classroom units devoted entirely to a study of newspapers. But are newspapers of any further use in the classroom? The answer--according to the opinion of the authors and other teachers who have used them--is a very enthusiastic yes.

Newspapers can be used as an integral part of the courses of study for specific classes, such as English and social studies, or they can be used in virtually any other course as a source of illustrative material with which to enlighten and enrich the topic under study. It is possible to use the newspaper as a living textbook or to base the contents of a course primarily upon the newspaper. Newspapers are also valuable as a means of evaluating the mass media, aiding slow learners, and developing good reading habits.

The newspaper should never be used in the classroom merely for the sake of using it. Classroom time is much too precious to be squandered on anything--no matter how important in itself--that will not contribute to the aims of the course being taught. The newspaper, however, lends itself especially well to the teaching of two subject areas, social studies and English.

The suggestions for the use of newspapers in specific courses are designed to show teachers possibilities and ideas, rather than to provide detailed lesson plans. Good teachers are imaginative, resourceful people who will find ways to fit newspapers into their classes, if convinced that they will prove helpful.

⁴ Letton, Mildred C. "The Role of the Content Areas in Extending Reading Interests," *Ibid.*, p. 141.

Social Studies

The teaching of current events usually is and should be a part of every social studies course. Since newspapers are the most current form of all the printed mass media, they should logically serve as the major source of news for current events study in social studies classes.

Material being studied in social studies classes should be kept as up to date as possible. The use of the daily newspaper in conjunction with the topic being studied will reveal a source for acquiring some of the latest information available on virtually any topic. This is another valuable reason for using the daily newspaper in all social studies classes.

Teachers may wonder if time can be spared for the reading of newspapers in their social studies classes every day. Or they may question the expense of having a newspaper available for each student in their classes. In both cases, daily newspaper reading in the classroom would be the ideal, if possible, but if not, other workable solutions can be arranged.

One method could be to assign each student the task of keeping up on the latest current events and developments in the field being studied by reading the newspaper at home. This, of course, could be possible only if most of the students had newspapers in their homes. If most did, the few who did not could still fulfill the assignment by reading the newspaper in the school library. In this way, the worthwhile advantages of daily newspaper reading could be available without the cost of classroom time or money.

American History

If history of any kind is to be made interesting and worthwhile to students, a relationship between the past and present must be shown. Although history does not always repeat itself, at least there are enough lessons to be learned from the past to prove valuable in an understanding of the present. Here are a few ideas showing how newspapers can aid in teaching of American History.

The teacher might draw direct parallels between historical and current events--with the historical information being derived from textbooks and historical writings, and the current events from the daily newspaper.

One such parallel could involve a comparison of the problems and growing pains of a young United States with those of the newly independent nations of today. Through newspaper accounts, students could recognize the intense desire of new nations to achieve a prominent place in world affairs, and see how these desires are often resented or scoffed at by the older and more powerful nations of the world. It could also be shown that a struggle for power among the major nations (U.S. and USSR) can influence their attitudes towards the new nations and also the speed with which they give them diplomatic recognition. Such observations of the current situation should help students to understand

better why some of the major powers treated the new United States with such disdain for awhile, and also why France--because of its power struggle with Great Britain--was friendly to the United States.

As the U.S. Constitution is being studied, parallels could be drawn between the way the Constitution was designed to function and how it actually functions today. Current Supreme Court decisions can show how the Constitution is being interpreted, and, in some cases, changed by virtue of these interpretations.

The separation of powers and the principle of checks and balances can be illustrated by newspaper articles which describe the current activities of the President, Congress, and Supreme Court. These same articles should also help to illustrate the duties and responsibilities of the three branches of the United States government.

Examples of ways in which The Bill of Rights protects the freedoms of United States citizens can be found in virtually any issue of a daily newspaper. (See Eight Grade Unit of Study)

The daily newspaper is also valuable as an aid in summarizing specific periods of American history. The political, economic, and social events of the period under study could be compared with the same conditions of the present day. To use this technique effectively, students would have to be informed in plenty of time so that during their daily newspaper reading, they could keep a record of the information needed.

No textbook in American history can be completely up to date, regardless of the recency of its copyright. Because of this, information on certain topics can be brought up to date only by using the daily newspaper along with the text. Select several textbooks to show how the last chapter is outdated.

The study of labor and management relations will become current only by discovering the latest development in that field, and struggles of earlier times will be better understood when compared with the present situation.

From daily newspaper reading, a list of labor-management terms could be developed. Articles containing such terms as "right-to-work" laws, secondary boycotts, union shops, closed shops, open shops, jurisdictional strikes, etc. could be clipped and used for references and examples.

Latest developments on the tariff question can also be learned from reading the daily newspaper. The historic concepts of a high protective tariff policy will be better understood when viewed from today's situation in which some United States industries are facing problems brought about by increasing foreign competition. Reasons for past changes in tariff policies can be compared with current demands for tariff revision.

A third topic which will require current information to become complete is that of mechanization or automation. History texts can trace

developments up to the present time, but a knowledge of the immediate situation can only be learned from current publications, a field in which the daily newspaper is the most up to date. Past results of mechanization can be compared with the known results and implications of automation (a word of recent origin).

The newspaper can also bring the study of the development of American business up to date. As the growth of business is studied, students should be kept on the alert for daily newspaper stories regarding anti-trust suits, regulation of business by the Federal Trade Commission, Federal Communications Commission, Securities and Exchange Commission, etc. Newspaper stories can provide real-life examples of the why and the wherefore of regulatory agencies.

Besides the ideas already mentioned for using the newspaper in an American history course, there are many others which could be used, six of which appear below.

1. Keep a careful record of the news for a specified period of time, and then decide which news would probably appear in the history texts of the future.
2. Post reviews of historical books in a prominent place, and later file for future reference.
3. Look for biographical articles on leaders in American history.
4. Encourage students to watch for significant statements of important United States government officials which they think might become famous as policy or quotations in years to come.
5. Compare the unification of the United States with movements toward unification of present-day Europe.
6. Look for historical trends, such as:
 - a. World leadership of the United States.
 - b. Decline of agricultural labor force.
 - c. Growth of cities.
 - d. Complexity of present-day culture.

World History

As was true in American history, students in world history must also see the relationships between the past and the present--relationships which can be shown through the study of the daily newspaper.

Techniques in both courses will be similar, except that in world history the emphasis will be on nations of the world rather than the United States. Each student should be required to keep informed on the current news about the nations or civilizations being studied.

In addition to knowledge of current events about specific countries, students should also become aware of worldwide trends and problems. This awareness may be brought about by a long term (semester or year) assignment in which students would be required to obtain current

information about one or more pertinent topics, several of which appear below.

1. The Development of New Nations and States.
2. Problems Brought about by Rapidly Increasing Population.
3. The Growing Importance of Science and Technology.
4. Ever-Present Conflict in the World
5. The Decline of Imperialism

Civics or Government

The daily newspaper is an indispensable aid in the teaching of a civics or government course. What better way is there (short of actual experiences or field trips) to illustrate the daily workings of community organizations than to use the news about those organizations appearing in a good local newspaper? The workings of all phases of government--local, state, and national--will also be illustrated in such a way as to help students see that government is a real, everyday, important factor in their lives. In so illustrating, teachers should impress upon students that they will soon become voters of city, county, state, and nation; and that they cannot form intelligent judgments on how to vote effectively unless they take the trouble to become informed.

Comparative Governments

Citizens of the United States should not only understand the principles and workings of their own government, but should also have a knowledge of other important governmental systems in the world. One which stands out in the minds of most people at the present time is the arch enemy of all free systems of government--communism. However, even among free systems of government, there are many differences, such as the contrasts between the government of the United States and the cabinet form of government which exists in England and several other countries.

Daily newspaper reading will enable students in a comparative governments program to follow the day-by-day workings of governments in major countries all over the world. By so doing, students will be able to see what each system of government is like in actuality, rather than simply learning about its theory or principles from textbooks. Notebooks or clippings could be kept, and comparisons made from the information thus obtained. Background knowledge on the forms of government--either from books or the teacher--would be necessary along with the newspaper material.

English

In the introduction to this chapter, it was stated that the newspaper can be adapted quite readily into the English curriculum, especially as an aid in the teaching of writing skills. Since a newspaper is primarily composed of the written word, which must be as clear and readable as possible, examples of good writing can be found in it in spite of the pressures to meet newspaper deadlines. Herein lies one of the chief advantages in the use of the newspaper for teaching writing skills--it is an example of many types of writing, both good and bad. Also, before an individual begins to write effectively, he must have ideas and facts. A daily newspaper can serve as a source of these writing necessities.

Once again, never use a newspaper in the teaching of writing simply for the sake of using it. If it is felt that the newspaper will not be a valuable aid in the teaching of this vital skill, do not use it. However, because it is readily available and familiar to students, and does serve as an example of all types of writing, as well as providing ideas and facts, the daily newspaper should prove to be extremely valuable in the teaching of writing skills.

Some suggestions follow for using the newspaper in the teaching of writing skills. These are only ideas, which each teacher can adapt to his particular situation.

Writing Skills

1. Students can be shown examples of good writing in the newspaper and then be asked to imitate them. It should be kept in mind that newspaper writing is mostly journalistic in style--a style often different from other types of writing.
2. Students can be asked to write editorials in which they present a particular point of view in a convincing manner.
3. An informal essay could be based on the meaning derived from a political cartoon.
4. A news story might be used to teach exactness and directness in writing.
5. Any news event can be used to teach summarizing--paraphrasing and precise writing.
6. The editorial page or supplementary sections of the newspaper can be used to teach outlining.
7. Students might be given the assignment of writing captions for news pictures.
8. Critical writing can be learned from book reviews, drama and TV criticisms, or a critical editorial.
9. Advertising material might be written.

Vocabulary Development

Although every subject will have its own particular vocabulary which must be learned, the teaching of general vocabulary development is most commonly done in English courses. Daily newspaper reading can serve as an important source of vocabulary enrichment. A few techniques for using the daily newspaper in vocabulary development are as follows:

1. Be alert for and keep a record of unfamiliar words which are found through newspaper reading.
 - a. Try to determine the meaning of the words from the context.
 - b. A dictionary definition may be needed if the context method is not successful or if greater accuracy is desired.
2. A specialized vocabulary may be acquired by reading specific sections of the paper such as sports, financial, weather reports, and certain advertisements.
3. Note the connotative power of words by comparing similar news stories in different papers.
4. Analyze the words used in advertisements for influencing the reader.
5. Skim sports stories to find words or phrases that add vividness to the writing.
6. Find synonyms or antonyms to use in place of selected words in a story.

Speech

Effective public speakers must have something worthwhile to say, and must also have knowledge and facts to back up their statements. A wide range of reading is one of the best ways to become well informed on many subjects. Any individual who prides himself on being well read and informed will certainly be a daily newspaper reader. Speech students should be shown how daily newspaper reading can help them in their search for speaking ideas and information. Some suggested topics, based upon daily newspapers, are listed below.

1. Current speeches of famous world figures could be analyzed for content.
2. Speeches, debates, round table discussions, etc., could be centered around current news topics.
3. Students could clip news items from the paper and present them before the class as if they were radio or TV newscasters.
4. Short talks could be given on newspaper topics such as various sections of the paper, importance of a paper, part played by advertising, etc.

5. Dramatize a job interview or sale of a used car with information obtained from the classified ads.

EXAMPLES

"The newspaper has the appeal of dealing with things now and here"⁵

Newspapers offer a great deal of current information on any subject. Teachers who are looking for ways of creating interest in their subject may suggest that their students bring newspaper items related to the subject. This technique is incidental to the teaching of the subject, but it often stimulates students to be aware that the subject they are studying is a real part of the world about them. Though there are an amazing number of articles available, the teacher or the student will not necessarily find a suitable article every day or every week. Teachers can collect newspaper articles apropos to their class over a period of time and create attractive bulletin board displays. Students can collect newspaper clippings for notebooks. Though the newspaper can be used profitably in all subjects, some subject areas are more frequently given space in the newspaper. Look for newspaper articles in the following subject areas.

1. Science--often there are articles of recent research and development.
2. Business Education--classes can use the financial page and advertisements for supplemental assignments.
3. Homemaking classes--a wealth of material on fashions, furnishings, and food is found in newspapers.
4. Driver Education--safety can be dramatized by news stories and pictures dealing with accidents and with safety records of citizens in the community.
5. Language classes--stories will show what is happening in lands where the language is spoken.
6. Public Speaking--newspaper items can be used for talks on current events and special subjects.
7. Physical Education--feature articles can be found and columns dealing with health and physical fitness.
8. Physiology--news dealing with health and columns by physicians offer help in the practical application of this subject.

⁵ Stensland, Per G., "The Classroom and the Newspaper," Mass Media and Education. Nelson B. Henry (ed.), Part II. Chicago: The National Society For The Study of Education, 1954, p. 226.

9. Shop Classes--articles and advertising on home ownership, building, and repairing can stimulate interest.
10. Mathematics--Many news articles and features call for the practical application of principles and problems studied in class.
11. Music, Art, Speech, and Drama--these classes can read reviews and learn of related cultural activities in the community.

Teachers and students in any subject area will find information applicable to the subject. Examples of good citizenship, health, and safety, which can be used in the homeroom or guidance period, are readily available in the newspaper. Needless to say, the cartoon or humorous anecdote found in the newspaper can offer needed comic relief.

NEWSPAPER AS A "LIVING TEXTBOOK"

"Our students can never experience the world directly...the world comes to the student chiefly through words. The daily communicator of such words to the community on the other side of the window is the newspaper. To use the phrase 'the living textbook' may be trite, still that is the only textbook that many of us have as adults."⁶

The term, a "living textbook," has often been used to describe the daily newspaper. One wit has paraphrased another by asking the question, "What do you feed a living textbook?" The answer, if one were expected, would probably be--the news. However, the term "living textbook" has been used by social studies textbook writers and teachers for many years. By "living" is meant that the information carried by newspapers is as up-to-date as is possible, and that students who read newspapers are reading live history, civics, economics, or whatever the social studies subject happens to be.

That the average American newspaper is a "textbook" cannot be denied, at least if it is measured by the number of words, for each newspaper has as many words as the average size textbook. By this logic, the telephone directory could be called a textbook which, of course, it is certainly not. A textbook is constructed for use in the classroom. Newspapers are not. However, this fact does not lessen their importance. Even the telephone directory can be used in certain classroom situations. As the industrial arts teacher's slogan states, "A tool for everything, and everything in its place." The newspaper is a tool of learning. It has its place. But how large a place is it as a living textbook?

Certain classes lend themselves to the use of the newspaper as the basic textbook. Civics, economics, problems of democracy, and modern history classes are found in this category. Teachers selecting a textbook for these classes have always faced this one basic problem. A textbook or

⁶ Ibid., p. 219.

the textbook is never sufficient. One textbook can never meet the needs of all the students in a particular class. Emphasis, therefore, is placed upon a variety of teaching materials to meet a variety of needs. Yet, the fact that one textbook is not sufficient does not in any way diminish the importance of a basic text. There must be a common reader, a source from which most students will gather a great deal of information for discussion, class activities and the like. The fact that the newspaper does not meet the needs of all students, therefore, should not deter teachers from using it as a basic textbook wherever and whenever it can do the job. In certain classes a carefully selected newspaper can be used as the main source of information.

A few classes have used weekly magazines, such as Time, Newsweek, and U.S. News and World Report, as basic texts. Other classes have used just the "News of the Week in Review" from the Sunday editions of the New York Times. Whether using the newspaper as the chief source of information in the classroom is successful or not, will depend upon the teacher, the ability of his students, the quality of the newspaper, and the availability of other sources.

Should a teacher desire to use the newspaper as a common reader, he will have to develop his own approach and techniques. A few suggestions are offered.

1. Use only that portion of the newspaper which will accomplish your objective.
2. Make use of personalities in the news. Most junior high school students have an interest in biographies.
3. A few newspapers supply only limited background for news events. This can be amplified through library research.
4. Semester notebooks with clippings about continuing problems and events are often useful to students as they attempt to make sense out of the many news sketches that pass before them each day.

NEWSPAPER AS A TEACHING AID TO EVALUATE MASS MEDIA

"A dynamic interrelationship exists between the various media of mass communication, each stimulating the other."⁷

Another objective, the evaluation of mass media, can be accomplished with the aid of a newspaper. Obviously, the newspaper is only one medium of mass communication. While the following methods apply to the newspaper, methods of studying radio, television, movies and other mass media will have to be found in other materials.

⁷ Wickens, Alice R. "A Survey of Current Reading Interests in Grades Seven Through Nine," Developing Permanent Interest in Reading, Op. Cit., p. 62

1. As a starter, the lecture-outline-discussion technique might be used. The habit of simple note taking can be practiced.
 - a. What are the functions of the press in a democratic society?
 - 1) The newspaper informs the public.
 - 2) The newspaper influences public opinion.
 - 3) The newspaper supports the economy.
 - 4) The newspaper interprets the news.
 - 5) The newspaper entertains the public.
 - 6) The newspaper channels free speech.
 - b. How well does the local newspaper carry out these functions? Answers to part a above will probably have included individual uses of newspapers.
 - c. What uses do individuals make of newspapers?⁸
 - 1) For information about and interpretation of public affairs.
 - 2) As a tool for daily living (radio, ads, fashions, etc.).
 - 3) For respite (relaxation)
 - 4) For social prestige (appearance of being informed).
 - 5) For social contact (check behavior against human interest stories).
 - 6) For reading itself (satisfaction without regard to content).
 - 7) For security (need to know).
 - 8) For ritual (organizing activities).
 - d. How many of these uses do you employ? Other questions such as this might be asked.
 - e. What are the sources of news stories?
 - 1) "It is reported. . ."
 - 2) "Recent visitors report. . ."
 - 3) "Official spokesman said. . ."
 - 4) "Official announcement. . ."
 - 5) "Eyewitness account. . ."
 - 6) "Usually reliable source. . ."
 - 7) "Informed sources. . ."
 - 8) "High government official. . ."
 - 9) "A tourist stated. . ."
 - 10) "It was rumored. . ."
 - 11) "Police estimated. . ."
 - 12) "I saw. . ."
 - f. What are the characteristics of your local newspaper?
 - 1) Its history
 - 2) Its expressed policies
 - 3) Its staff
 - 4) Its plant
 - 5) Its circulation
 - g. Find out why some daily newspapers have died in the last 15 years. Discuss the significance of the decline of some newspapers and the growth of others.

⁸ Berelson, Bernard, "What 'Missing the Newspaper' Means," Communications Research, 1948-49, P.F. Lazarsfeld and F.M. Stanton (eds.), as cited in Daniel Katz et al., Public Opinion and Propaganda, New York: The Dryden Press, 1954, pp. 263-271.

2. Governments make news. How much do they make? Much more than can ever be used by newspapers. How much of this news is published in a newspaper?
 - a. Determine from a typical day's edition (or a week's) of newspapers the amount of news from government sources. (This type of activity lends itself to group work.)
 - 1) National
 - 2) State
 - 3) Municipal
 - 4) School Board
 - 5) County
 - b. Evaluate the Presidential Press Conference. If possible, watch it on television. Then read the newspaper account.
 - 1) What is its purpose?
 - 2) How have different presidents used it?
 - 3) Could it be improved?
 - 4) Why does the President require a press secretary?
 - c. Government agencies and businesses have public relations men who put out news releases. The policies of these organizations vary. An example of the type of regulation which the armed forces uses to release what they consider news, is to be found in Army Regulation 360-5, Public Information General Policies, June 21, 1956. If possible, obtain classroom copies of this or similar regulations for study.
3. Here are some suggested activities for evaluating several aspects of journalism.
 - a. Collect and identify propaganda techniques. With the demise of personal journalism, this type of activity by newspapers has declined, at least in time of peace. Yet, it can be beneficial to study simultaneously all the mass media and propaganda. Remember, there is good propaganda and bad propaganda. Also, much propaganda found in a newspaper is not originated by the newspaper, but comes from the news source.
 - 1) Name calling--"foreigners," "pinks," "revolutionary," "double-crosser"
 - 2) Glittering generality--"democracy," "motherhood," "civilization," "Republicans are conservatives: Democrats are spenders"
 - 3) Transfer--an attempt to carry over what is acceptable about something to something less acceptable. "Soft music--spend money"
 - 4) Testimonial--"The President said. . .," "My doctor says. . .," "My teacher said. . ."
 - 5) Plain folks--"Howdy, neighbors. It's a real pleasure to have a chance to talk to you folks."
 - 6) Card stacking--Playing up one side of the story by (a) selective omission, (b) partial quotation, or (c) distortion of facts.
 - 7) Bandwagon--"Everybody's doing it. Why not you?"
 - 8) Lies--deliberate untruths.
 - 9) Snob appeal--"exclusive creations."
 - 10) Censorship--Russian press withholding information from Russian people ("nuclear testing," "Pasternak")
 - 11) Hero type--Newspaper portrayal of political candidate as ideal person.

- 12) Scientific slant--Use of formulas and scientific terms to impress reader.
 - 13) Misuse of emotional appeals--faces of suffering children.
 - 14) Oversimplification--the attempt to take a complex subject and compress it into a simple statement. ("The atom is a miniature solar system.")
 - 15) Be alert for other propaganda techniques.
 - b. Collect and compare the advertising of two or more newspapers.
 - 1) How much space is given to advertising compared with solid news?
 - 2) What type of advertising predominates?
 - 3) To whom is it directed?
 - 4) How much is national? Local?
 - c. Collect editorial cartoons and discuss them.
 - d. As students read newspapers, they should think clearly. Read Edgar Dale's Chapter II, "You're the Judge of Newspapers," How To Read a Newspaper. Note activities at the end of the Chapter.⁹
4. Common readings about the press and mass media help students to derive common knowledge for discussion and evaluation. Teachers can augment this list from their own experiences.
- a. Compare editorials. A classroom set of six editorials, Freedom of Expression: The Press,¹⁰ is suitable for junior high use.
 - b. Paperbacks provide a variety of common readings at low cost. Titles currently being published are listed below.
 - 1) Packard, Vance. Hidden Persuaders, Pocket Books, Inc., 35¢.
 - 2) Wright, Charles R. Mass Communication, Random House, 95¢.
 - 3) Hamm, Victor M. Taste and the Audio-Visual Arts. Milwaukee: Marquette University Press, 1960., 50¢.
 - 4) Shayon, Robert L. Television: The Dream and the Reality. Milwaukee: Marquette University Press, 1960., 50¢.
 - 5) Orwell, George. 1984. New American Library of World Literature, Inc., 1954., 60¢.
 - 6) Liebling, Abbott J. The Press, Ballantine Books, 75¢.
 - 7) Schaleben, A. Your Future in Journalism, Popular Library, Inc., 50¢.

⁹ Dale, Edgar. How To Read a Newspaper. New York: Scott, Foresman & Co. 1941.

¹⁰ Committee on Citizenship Education, Metropolitan School Study Council, Teachers College, Columbia University, 1960.

NEWSPAPER AS A TEACHING AID FOR SLOW LEARNERS

"But, even so, it is recognized that he (the slow learner) cannot profit from the usual geography, history, and science of the elementary school, or the social studies, mathematics, and science of the secondary school, but that he must have materials which carry him directly to a consideration of the major problems of living."¹¹

The slow learners are those who, for one or many reasons, are limited in intellectual ability and capacity. Sometimes these students are grouped in a special education section; at other times, they are found in a heterogeneous group. The experienced teacher recognizes these students and realizes they will be there always. Sometimes such a teacher wonders what can be done to help these boys and girls in their adult life to come.

For these students, the newspaper is most important. It may be the only reading material they will have contact with after they leave school. Indeed, the newspaper may well be the only organized material they will ever read.

A unit of two-to-six weeks in "Reading the Newspaper" could easily be developed by enterprising teachers for these students. Such a unit would be very practical and might be the very motivation the slow learner needs to acquire the habit of newspaper reading.

The newspaper is familiar to the slow learner. He sees it in the home, on news stands, and occasionally glances at it himself for needed information. It is something known to the slow learner and it is something that is apt to be accepted by him.

Much of the material in this booklet could be adapted by the teacher for use with such groups or individuals. It is suggested the teacher follow a program similar to the following:

First, the teacher might ask the slow learner what he knows about the newspaper. Since most have had some contact with it, much general information will be volunteered.

Second, the teacher might suggest that each student bring the newspaper from home each day for a stated time. Though some will forget, there will be enough copies that can be shared. The teacher might then explain the various parts and purposes of a newspaper.

Third, activities can be begun. Each area of the newspaper (headlines; local, state, national, and international news; editorial page; columnists; features; etc.) can be studied. For example, one day the index might be explained. Then each student could look up the items

- 11 Mullen, Frances A., "The Slow Learner" Improving Reading in All Curriculum Areas. William S. Gray (ed). Supplementary Educational Monographs, No. 76. Chicago: The University of Chicago Press, November, 1952, p. 104.

in the index, or the teacher could question him on the whereabouts of the comics, the radio schedule, or the sports page.

News stories could be studied for content. The slow learner could be asked to select a story (preferable his favorite story) and answer such questions as, What is the story about? Who are the people in the story? Where did the story happen? When did it happen?

It is important to note that with a class of slow learners, a class set of newspapers may be impractical. It may cause confusion to give many directions to the slow learners and frustrate them by presenting so much reading material at one time. In such a situation, the teacher could use one newspaper. While students would be working alone or in groups on a project or lesson, the teacher could go around the class to groups of two or three and explain specific parts of the paper. For example, in small groups the use of the index could be explained more simply. Specific features could be pointed out. The format of the editorial page might be shown. In this way, individualized instruction would more clearly bring the meaning of the newspaper to the slow learner.

The newspaper, then, can be studied very simply and with great detail by the slow learner. It is up to the teacher to set the pace and guide. Of all materials, the newspaper is most practical and has the greatest possibility of carrying over into adult life.

NEWSPAPER AS A TEACHING AID TO DEVELOP READING HABITS

"Much of the present newspaper reading assigned by the school is unsequential, often consisting in scanning headlines to find an article on some particular topic which can be cut out and taken to class. Undoubtedly, better results could be produced with better planning, and the school should undertake to improve its job of building newspaper-reading habits."¹²

Another goal of the teacher may be to help the student develop the habit of reading the newspaper. You may ask, "Aren't teachers developing this habit when they use the newspaper in specific courses, for illustration, or to aid the slow learner? These steps do not insure the reading habit. Habit is developed by repetition and not by occasional use.

The school can help to develop the newspaper reading habit by providing units of newspaper study at different grade levels. This is the graded program approach. However, even progressive use in school does not insure that the reading outcome will be habitual. The school program has only a part in developing the ritual of newspaper reading. The home is still the chief influence upon the child. The school works with the attitudes developed in the home. Some are changed. Others

¹² Gilbert, Arthur W. "What Steps Have Proved Effective in Stimulating and Aiding Schools to Secure Adequate and Appropriate Reading Materials in Various Curriculum Areas?" Ibid., p. 234.

are altered. The habits of home will largely determine whether a student will read newspapers after he leaves junior or senior high school.

Only by purposefully using newspapers at all levels of secondary instruction is there hope that most students will be able to understand and evaluate what they have read.

Examples of suggested units of study at various grade levels are presented below. They are meant to be suggestive only. They include the use of materials available to the Flint Public Schools, which, of course, can be adapted to other classroom situations. Many of the ideas in the following units are to be found in previous sections of this booklet.

A NEWSPAPER UNIT OF STUDY FOR SEVENTH GRADE

Note - Begin each day with as much as 15 minutes of free reading. Classroom sets of The Flint Journal are available in your school library (Flint Public Schools).

I. Introduction

- A. Reading habits questionnaire
- B. Appeal to interest
- C. Demonstration of how to fold a newspaper

II. Orientation

- A. Definition--What is a newspaper?
- B. Purpose--What do newspapers do?
 - 1. For the individual?
 - 2. For society?
 - 3. For newspaper?
- C. Content and Divisions--What Does A Newspaper Contain?
 - 1. Front page
 - 2. Other news sections
 - 3. Editorial section
 - 4. Sports section
 - 5. Feature sections
 - 6. Visual aids
 - 7. Advertising
- D. Communication--How do you read a newspaper?
 - 1. Interest reading
 - 2. Scanning
 - 3. Speed reading
- E. News--What are the characteristics of a good news story?
 - 1. Organization
 - 2. Source
 - 3. Interpretation
 - 4. Readability
- F. Read and discuss the pamphlet, The Work We Live By--"Your Daily Newspaper."

- II. G. View the film, The Newspaper Story.
1. Follow-up with discussion.
 2. Review the 5 steps in producing the newspaper (paper, metal, paper, metal, paper).
- H. Classroom newspaper kits, in addition to the newspapers themselves, are available in your school library. Students should examine the material in the kit before visiting the newspaper plant. They will then be less likely to disturb prepared material at the plant. The kits include the following items:
1. Slugs--solid metal lines of type.
 2. Mats--papier mache impressions of newspaper pages.
 3. Copy--all material, news, or advertising, prepared for printing.
 4. Tapes--long, narrow pieces of paper with holes in them which are fed into a linotype where they automatically activate the machine.
 5. Wirephoto--a trade name used by the Associate Press for their system of transmitting photographs by wire.
- I. Visit The Flint Journal
1. Arrange for the trip through your school principal and your curriculum office.
 2. Follow Board of Education policy for field trips.
 3. Review with students the list of Do's and Dont's for visiting a newspaper plant.
 4. Read the pamphlet, The Flint Journal, Your Newspaper.
- J. Discuss visit to the newspaper plant. Since the visit was to have been a learning experience, the teacher should ask questions and be prepared to answer those of his students.
- K. Read and discuss guidance publications.
1. Should You Be a Newspaperman? New York Life Insurance Company. (Free, classroom quantities).
 2. A Career in Newspapers, The Flint Journal (Free, classroom quantities).

STUDENT DO's AND DON'Ts
FOR NEWSPAPER VISITS

1. Do have one teacher or parent for each 12 students.
2. Do be on time.
3. Don't congregate in front of main door or in the lobby.
4. Do follow directions of tour guides.
5. Do pay attention.
6. Do ask sensible questions.
7. Do be courteous to all you meet.
8. Do keep your voices down.
9. Don't bother the workers on the job.
10. Don't touch materials.
11. Don't wander from your group.
12. Do say "thank you" after the trip.
13. Do send a letter of appreciation.

A NEWSPAPER UNIT OF STUDY FOR 8th GRADE

- I. Briefly review and upgrade newspaper unit of study for 7th grade (See 7th grade unit).
- II. Use newspapers in class as an aid in teaching the U. S. Constitution.
 - A. Newspaper articles can illustrate the three branches or departments of the Federal Government.
 1. Their present-day functions can be shown and compared with those listed in the U. S. Constitution.
 2. The separation of powers can be brought out.
 3. Bulletin board displays or scrapbooks could be used for items 1 and 2 above.
 - B. Illustrations showing how United States freedoms are protected by the Bill of Rights can be found in virtually any newspaper.
 1. Point out Article 1--freedom of the press.
 - a. Locate an article critical of a government policy or official and show how newspapers are free to print virtually any news they choose, including criticisms of government, individuals, etc.
 - b. Explain libel laws and show some techniques used by newspapers to guard against them; i.e., the use of terms such as: It is alleged. . . , the suspect. . . , is accused of. . . , the suit charged. . . , the police said. . .
 2. Study the historical developments of freedom of the press.
 - a. Listen to the recording, Freedom of the Press: 1735, and read the book, Peter Zenger, Fighter for Freedom. Both of these sources give information on the Peter Zenger case.
 - b. Study the Alien and Sedition Laws of 1798, and show how they temporarily destroyed freedom of the press.
 - c. Show how much news comes from government sources and how government censorship can limit freedom of the press.
 3. Numerous newspaper articles can be found which will show that individuals do not have to testify against themselves (Article V).
 4. Show the film, Bill of Rights--20 minutes.
- III. Use the book, Pioneers of the Press (by Meyer, published by Rand McNally) as a resource volume for the study of early American newspapermen. Students could also be alert for biographies appearing in newspapers, which would correlate with material being studied in class.

A NEWSPAPER UNIT OF STUDY FOR 9th GRADE

I. 9th Grade English

Reinforce material that was presented in the 7th and 8th grades. The material should be upgraded. If students did not study the newspaper in the 7th and 8th grades, previous units for these grades could be adapted to introduce the student to the newspaper.

- A. A beginning could be made by evaluating editorials. Editorials can be read and discussed. Students should be aware that editorials express the point of view of the editors or general newspaper policy. However, editorials serve many functions: they inform, explain, interpret, argue, and amuse. Editorials help the reader to evaluate the news and stimulate thinking.
- B. Writing techniques can be used. The essay is illustrated by columnists, editorials, and some feature stories. Students can write "letters to the editor" as a letter-writing unit. The best letter might be selected to be sent to the local newspaper. News pictures, particularly those with human interest, might be the basis of a theme. Comic strip characters could be the basis of a composition. Students might explain why a particular character is their favorite. Most important, students can collect news articles, editorials, feature stories, and columns on an important continuing news story, such as the Berlin crisis. This material is excellent background for a composition on a topic like "What is the United States' position on Berlin?"
- C. Have each student bring a clipping of a news story that impressed him. Let each student (or a selected few) read the story and explain why the story is important and interesting. Ask questions similar to the following:
 - 1. Why did the newspaper print the story?
 - 2. Should the story contain more information?
 - 3. Should a follow-up story be printed?
- D. With the aid of an opaque projector, explain how to read weather maps, graphs, charts, maps illustrating specific stories, and other illustrations which appear in newspapers. Teachers might collect these examples over a period of time, and students can be encouraged to bring clippings.
- E. Encourage students to bring copies of the Detroit Free Press and the Detroit News for comparison as to news content and coverage and editorial policy.
- F. In a guided reading class, the reading of newspapers should be encouraged. A guided reading class is one in which students are permitted to read books, magazines, newspapers, and other reading matter under the supervision of a qualified teacher. This class includes instruction on how to read the various materials.

- G. These films might be shown to supplement presentations:
Does it Matter What You Think? and How to Judge Facts.

II. 9th Grade Civics

To reinforce material presented in the 8th grade, the following activities are suggested:

Read the first amendment of the Constitution of the United States to the class.

- A. "Congress shall make no law. . .abridging the freedom of speech, or of the press."
Explain the John Peter Zenger case. John Peter Zenger, editor of the Weekly Journal in New York was put on trial for libel in 1735. He had accused the royal governor of corruption. Zenger's lawyer showed the corruption charge against the governor was true and that free speech was one of the rights of Englishmen. John Peter Zenger was acquitted.
1. Discuss the meaning of freedom of the press.
 2. Discuss the responsibility of the press in a free society.
 3. Discuss how freedom of the press helps democracy to grow.
- B. Have students bring clippings of newspaper stories concerning community activities and developments. Articles on local government, education, churches, and community projects can be read by students to the class. A brief comment might be made by the student on how the activity he is reporting on contributed to the total community.
- C. Plan an oral and/or written quiz on news in a day's newspaper. This could also be done by dividing the class into teams and letting each team vie for the title of "The Best Informed."
- D. Explain the human interest story. Have students collect stories showing great achievements of people in their community, nation, or throughout the world. Let each student read his story to the class. Then vote on the "best citizen."
- E. Have a class discussion on teenage problems and opinions printed in the local newspaper for one day or during the week. Have students bring different out-of-town newspapers and compare news of local teenagers with those of other communities. This activity can include news of teen interests, good grooming, and teen behavior. This might emphasize good citizenship in action.
- F. Discuss how newspapers present supplemental information on government. Ask students to bring news stories which show government (local, state, national, and even foreign) in action.
- G. Spend a day on vocabulary. Explain why words and terms like NATO must be learned and understood. Have students compile

II. G.

- lists of new words and terms. Indicate that new words and terms are always coming into our language. We are made aware of them particularly through the newspaper.
- H. Prepare a bulletin board display of newspaper articles. Let each student prepare one individually or divide the students into groups and let each group prepare a project for the bulletin board. Display the best.
- I. Follow city commission meetings. Evaluate stories of commission activities after a period of several weeks.

A NEWSPAPER UNIT OF STUDY FOR 10th GRADE

In using the newspaper for the 10th grade, emphasis can well be placed on evaluation and application.

Evaluation should take place in the English class.

Application, through illustration, should occur in the foreign relations class.

I. English

The evaluation of students may be written or oral. However, it is important for the teacher to explain what is meant by evaluation and to show the student how to evaluate a newspaper. Evaluation stimulates clear thinking and demonstrates to the student how to analyze and synthesize concepts.

First, the student should be taught to evaluate news stories. The students should realize that not all stories are authentic. If a story has not been verified, it is likely to begin: "An unidentified source reports. . ." or "It is rumored. . ." One should have doubts about such a story until it is verified. Stories in which a person is quoted out of context should be questioned until the reader can see the entire context. Headlines are sometimes misleading and their accuracy can be determined by comparing them with the entire story. Choice of words is important to consider. Are they aimed to slant the reader's viewpoint? Finally, students might try to determine whether important or insignificant aspects of a news story are emphasized.

Second, the student should be taught to evaluate the editorial page. Are columnists with different backgrounds and political philosophies found in the newspaper? Does the newspaper take a stand on important issues? Are editorials fair, or do they tend to be emotional, one-sided, or vindictive? Do editorials deal with important or trifling matters?

II. Foreign Relations

The newspaper is a readily available source for illustrating concepts and events in the foreign relations class. This source can be used only when stories break. This may occur before or after a unit of study, but the story supplements, reinforces, and vitalizes the material being studied. Constant references to news stories should be an integral part of this class.

In addition, students should be encouraged to compare the news as it is presented in different newspapers. The home, the library, and the news stand can be sources for these newspapers. Students can compare the coverage given the same story in each newspaper, and they can see the position similar stories have in the different newspapers. In this way, students have broader perspective of contemporary news.

P. 56 omitted due to copyright restrictions. Pope, Jack, "Get Your Latest Paper Clothes" Saturday Review of Literature Nov. 11, 1961, p. 16.

Using Other Ideas

Several aspects concerned with using the newspaper in schools have been mentioned only briefly. These include the bulletin board, the scrapbook, the vertical file, and the use of the library.

Bulletin Boards--A definite aid in developing newspaper awareness is the bulletin board. This visual use of the newspaper can make students aware of the vast news coverage offered by newspapers. It may call students' attention to other items, such as advertisements, features, and columnists. It may make students aware of the total newspaper. The bulletin board can be an effective tool to broaden students' knowledge and create new interests. Although the value of bulletin boards is often overrated and too much attention is sometimes paid to them, here are seven tips for using them.

TIPS FOR A GOOD BULLETIN BOARD

1. Display a single theme.
2. Use plenty of pictures, maps, and graphs.
3. Keep it neat.
4. Strive for simplicity.
5. Make it attractive.
6. Use good taste.
7. Change it frequently.

A bulletin board theme may be developed along one of several lines. News clippings might illustrate specific courses within the school curriculum, newspaper terms, propaganda techniques, steps in critical thinking, different types of writing, or humor. Bulletin board themes might center on such topics as recreation, culture, a famous personality, a specific geographical area, an important news story, or a specific problem. Other newspapers, including those from other cities and foreign countries, can offer an interesting and attractive display.

Scrapbooks--Scrapbooks have fallen into ill repute with some teachers while others make extensive use of them. Scrapbooks appear to offer several advantages. First, the student can observe trends in the news. These trends often become apparent to the casual reader or to the immature student of current affairs when either of them sees the news compressed within the space of a scrapbook. For example, the buildup of a political candidate can be clearly seen in some newspaper if a record is kept. Another advantage of keeping a scrapbook is that the student has the satisfaction of making a finished product. At the end of a period of time, he has something to show for his efforts. The importance of the scrapbook to the content of the particular course should be made clear to the student before he begins construction. The third advantage is that a student can obtain a larger picture of a particular news area, for example, the Communist thrust into Southeast Asia.

Some general principles for constructing a scrapbook can be noted. Instead of cutting articles from a newspaper with scissors, tear them using a ruler as a straight edge. This method is safer, faster, and more convenient.

Have students write appropriate comments alongside the articles. These might be summaries or statements giving the importance and date of the articles. Another point calls for the students to keep the articles unattached until a pattern is determined. The only exception to this principle would probably be in the case of a student who is keeping a chronological record, and even in this case, he might not want to place every article into his scrapbook. The bulkiness of scrapbooks encourages that rules for their storage be clearly stated. Finally, the use of loose leaf scrapbooks allows for changes to be made.

Vertical File--Clippings of newspaper articles, pictures, or other items that might be of future use can be organized in folders and filed in a cabinet. The information found in newspapers often will not be found in other sources. Such information can be of significant help to teachers, especially for purposes of illustration and example.

Students can also be encouraged to collect clippings and classify them. These can be used as a basis for a theme, a class discussion, or a talk. They can be an important supplement to subject matter and valuable in stimulating interest.

It might be noted that newsprint does not preserve well. After a few years, or even a day if exposed to sunlight, it tends to fade. If a clipping is folded, it becomes brittle and crumbles. Several ways of preserving newspaper material are available.

1. Keep the newspaper out of the light.
2. Type the article.
3. Reproduce the article or picture.
4. Dry mount.
5. Laminate in plastic film.

Library--Many valuable aids for the study of newspapers are to be found in the library. Depending upon the library, out-of-state weeklies, and foreign newspapers are available. Back issues of The Flint Journal and The New York Times are on microfilm at the Flint Public Library. Teachers and students can view these newspapers. Social studies' assignments that require the use of microfilms are rewarding experiences. What did newspapers have to say about the Great Depression? Pearl Harbor? Hiroshima? It is all there--the unemployment, the surprise, and the bomb.

A library's vertical file will reveal information on a wide variety of subjects collected from newspapers. Students should be encouraged to use the newspaper as a source for reports whenever appropriate.

Several books and magazines should be pointed out to students who study the current newspaper scene. The greatest single source about the news-

paper is Editor and Publisher's International Yearbook. Time and Newsweek have current articles about the press. Critical comment is to be found in the monthly "Communications" edition of the Saturday Review. Teachers will also find these three periodicals helpful when discussing the institution of the press.

Standard reference works, such as encyclopedias, yearbooks, almanacs, Who's Who, and Current Biography will help to fill in the background of current events and newspaper items of interest.

APPENDIX I

LOCAL WORKSHOPS

Theme: "A Living Textbook for a World in Change -- Your Newspaper"

I. INTRODUCTION

A. FOREWORD

It is felt that a guide to developing a local program for using the newspaper in the social studies classroom would be valuable for those who may wish to initiate such a project in their own communities.

The outline of suggested programs and procedures presented herein is a source of information to be used with the understanding that any part, or all, of it may be adapted to any local situation by making appropriate changes.

These suggestions, the results of joint meetings of social studies teachers, both university and secondary school and working newspaper people, are intended to be general enough to be applicable to any given multi-school community.

B. OBJECTIVES

1. To bring together, in educational cooperation, three different groups: classroom teachers and supervisors; representatives of the press and university educators concerned with the newspaper as an institution in a free society and with the improvement and enrichment of instruction for youthful citizens.
2. To assist the many teachers in a multi-school system in enriching their instructional approach by a subject-centered philosophy and technique.
3. To foster cooperation between administrative, supervisory and teaching personnel and between the school system and the local newspapers.
4. To provide the opportunity for teachers to engage in a workshop in order to make better use of the newspapers as a classroom teaching tool.
5. To foster, through the workshop, a feeling of area unity and purpose in the community involved as well as professional accomplishment.
6. To encourage use of the newspapers in all classrooms where the information they contain might be appropriate to the course of study.

II. DEVELOPING LOCAL WORKSHOP

A. ADMINISTRATIVE FRAMEWORK

1. Establishing local cooperation.
 - a. Secure agreement of sponsoring newspaper or other member of responsible press in community by:
 - (1) Presentation of potentials and presence of need for such activity, and
 - (2) Completion of community-wide survey of newspaper service to schools presently available.
 - b. Secure approval of local school authorities.
2. Putting plan into action.
 - a. Establish workshop staff and committee representing all interested agencies:
 - (1) Local press.
 - (2) School system.
 - (3) Local University.
 - b. Collect pertinent material and bibliography.
 - c. Matters of primary importance for person in charge--Director.
 - (1) Maintains close contact with interested authorities at newspaper, school and university.
 - (2) Plans with committee for:
 - (a) Planning program (see sample program).
 - (b) Contacting individual and panel speakers.
 - (c) Arranging date, time and place.
 - (d) Securing publicity to encourage attendance.
 - (e) Notifying of all speakers, leaders and potential participants of schedule and content of workshop.
 - (f) Preparing material for distribution.
 - d. Matters to be handled in advance of first meeting--Coordinator.
 - (1) Physical set-up:
 - (a) Comfortable arm chairs or tables and chairs for participants.
 - (b) Lectern.
 - (c) Display board.
 - (d) Recorder and public address system.
 - (e) Lighting.
 - (2) Arranges for newspaper plant tour.
 - (3) Arranges for coffee break.
 - (4) Prepares informational sheet for participants and speakers on:
 - (a) Parking.
 - (b) Smoking.
 - (c) Lavatory facilities.
 - (d) Dining opportunities.
 - (e) Plan of building.
 - (f) Other information.
 - (5) Prepares roster of group showing name, school and subject taught.

B. SAMPLE PROGRAM

(Planned for eight weekly sessions to be held from 9 a.m. to 1 p.m., Saturdays. The program is divided into four equal periods broken at approximately 11 a.m. with a coffee break.)

First Day

"Hello" -

Workshop chairman or official of host school, newspaper, etc.

"What we hope to do for you and what you can do for us." -
Workshop chairman.

"The Newspaper Today -- Its Philosophy, Organization and Operation" -
Workshop coordinator.

Tour of newspaper plant.

Coffee break.

Panel Discussion:

Representatives of editorial, mechanical, circulation and advertising departments of newspaper.

"People Behind the By-lines" - Introduction of available, well-known staff columnists.

Distribution of materials: i.e., samples of available teaching helps and student opinion poll on newspapers in classroom for re-distribution and use in participants' classrooms.

Second Day

"Role of the Newspaper in the Community, in the Nation and in the World" -
Editor of paper.

"The Newspaper as it Reflects the Culture Pattern of Our World" -
Anthropologist.

Coffee Break.

"Four approaches to Teaching Social Studies with the Newspaper: First, the Newspaper as a Separate Unit." - (Possible subject areas - civics, problems of democracy, current history, core class as social orientation or community civics, latter part of modern history.) -
Working secondary teacher.

Experience sharing session: Groups, possibly divided by subject area.

Preview of third day; distribution of current events quiz prepared to test degree of knowledge of current events before use of newspaper.

Third Day

"Reporting Foreign News" ..

Foreign Correspondent (if available) or cable editor.

"Space-Age Geography" -
Geographer.

Coffee break.

Second approach to use of newspaper: "Current Events as a Routine Part of 'Course of Study.'" (Possible subject areas - world geography, civics, problems in democracy, current history, social orientation.) -
Secondary teacher.

Experience sharing sessions: "values of panel discussion techniques."

Preview of fourth day; history teachers asked to run study of having students bring clippings they believe relate to unit under study.

Fourth Day

"The Responsibilities of the Press in a Free Society" -
Publisher or assistant to publisher.

"The Free Press as it Grew in a Free Society" -
History of journalism professor, or if not available, someone from a graduate history department.

Coffee break.

Third Approach to use of newspapers: "Using the Newspaper as an Integral Part of Specific Units within Subject Areas." (Possible subject areas - civics, problems in democracy, modern or United States history.) -
Demonstration by a secondary teacher of a class in a unit on the Bill of Rights in a civics or United States history course using reports of "sit-in's" or integration struggle as current aspects of the same human rights.

Experience sharing session: Workshop participants study the newspaper for the day of the session and point out articles which could be used to parallel a current event with an epic event of history.

Preview of fifth day; questionnaire on 1967 national elections distributed to be completed by students in participants' classes.

Fifth Day

"State and National Reporting" -
Washington correspondent, if possible, otherwise telegraph editor.

"Election Year Politics" -
Political science professor.

Coffee break.

"196? Campaign Issues" -
Political reporters, preferably those who have covered presidential candidates discuss the important issues which have arisen.

Experience sharing session: "How I plan to use the election in my classes," a general discussion by participants grouped by subject areas.

Preview of sixth day; participants will be asked to require their own students to clip two or more editorials on the same subject from different newspaper sources and analyse.

Sixth Day

"Editorial Page - Influential or Overlooked" -
Editorial page editor

"Motivational Research - Fact or Fraud" -
Propaganda authority, market research expert, social psychologist are all possibilities as available.

Coffee Break.

Fourth Approach to use of newspapers: "The Newspaper as a Motivating, Stimulating Device where Regular, Brief Discussions of Current Events, Chosen Chiefly for Their Headline Quality, Can Be Used as Leads into Whatever Secondary teacher Wishes to Teach."

Experience sharing session: a discussion of the printed, informational material which they would like to receive from the newspapers.

Preview of seventh day; participants will be asked to request the girls in their classes to bring to class some article from the women's features on clothing or homemaking of today on which they would be interested to have comparisons on how this item or method was different in the period under study in their history classes.

Seventh Day

"The Newspaper Features - Reflection of Changing Times" -
Discussion between feature editor and American studies or social psychology professor (double period).

Coffee break.

"The Whys of Handling School News" -

Education writer or discussion between education writer and city editor.

Experience sharing session: Directed discussion on whether newspapers do reflect society in which they operate.

Preview of eighth day; distribution to participants for re-distribution and completion by their students of an opinion poll on newspaper content including suggestions for new and additional features.

Eighth Day

"Other Newspaper Department" -

Brief discussion of function by:

Promotion manager,
Circulation manager,
Advertising manager,

"Economics and the Press" -

Discussion between economist and business editor

Evaluation of workshop by participants.

Luncheon, with guest speaker - "The Teacher and the Newspaper - Partners in America's Future."

APPENDIX II

P. E. NEWSPAPER POLL*

What are the 15 daily newspapers in the United States "most superior for news coverage, integrity, and public service"?

A poll of the nation's newspaper editors completed in the spring of 1960 by Practical English selected the following, in order of preference:

1. The New York Times
2. The Christian Science Monitor
3. The Milwaukee Journal
4. St. Louis Post-Dispatch
5. The Washington Post & Times Herald
6. The Louisville Courier-Journal
7. The Wall Street Journal
8. The Atlanta Constitution
9. Chicago Tribune
10. The Des Moines Register
11. The Kansas City Times-Star
12. The Baltimore Sun
13. The Miami Herald
14. Chicago Daily News
15. Los Angeles Times

Many less prominent newspapers of excellent quality are available throughout the country. P.E.'s ballot listed only large dailies. As one editor commented: "Unfortunately, this poll eliminates many smaller papers that are superior to larger ones in public service and integrity." To help form your own judgment, you might read one or two of the newspapers listed on the poll and use them as a basis of comparison with your own local newspapers.

* "Why Read Newspapers?", Practical English, February 28, 1962, p. 4.

APPENDIX III

SUSPENSIONS, MERGERS, CHANGES AND NEW DAILIES 1960*

Suspensions

Grand Junction (Colo.) Sun. (9-1-60)
Detroit (Mich.) Times (11-7-60)
Rolla (Mo.) Herald (4-1-60)
White Plains (N.Y.) Trader (11-5-60)
Jersey Shore (Pa.) Herald (1959)
Westerly (R.I.) Morning Log (4-19-60)
Montpelier (vt.) Post (11-14-60)

Dropped

(After Merger with another paper)

Charleston (Ill.) News - merged with Charleston Courier (6-60)
Sioux City (Iowa) Journal (m) and Journal-Tribune (e) now is published as All-Day Newspaper called Journal (6-1-60)
Wichita (Kans.) Beacon - merged with Wichita Eagle (10-60)
Middletown (N.Y.) Times-Herald - merged with Middletown Record (10-3-60)
Endicott (N.Y.) Bulletin - merged Binghamton (N.Y.) Sun. (9-1-60)
Cleveland (Ohio) News - merged with Cleveland Press (1-24-60)
Charleroi (Pa.) Mail - merged with Monessen (Pa.) Independent (9-1-60)
Pittsburgh (Pa.) Sun-Telegraph - merged with Pittsburgh Post-Gazette (4-22-60)

Frequency Changed

(From Daily to Weekly, Semi-Weekly, etc.)

Cedartown (Ga.) Standard (8-2-60)
Savannah (Ill.) Times-Journal (11-60)
Rolla (Mo.) Herald (4-1-60)
Carbondale (Pa.) News (12-30-60)
Pittston (Pa.) Gazette (12-30-60)
Westerly (R.I.) Morning Log (4-1-60)
Pecos (Tex.) Enterprise (7-8-60)

New Dailies

(Started during 1960)

Jasper (Ala.) Mountain Eagle (5-2-60)
Banning (Calif.) Pass Observer (11-7-60)
Costa Mesa (Calif.) Globe-Herald & Pilot (6-16-60)
Marathon (Fla.) Florida Keys Keynoter (9-13-60)
Pompano Beach (Fla.) Sun-Sentinel (4-18-60)
Pompano Beach (Fla.) Town News (4-12-60)
Chicopee Falls (Mass.) Wall Street Journal (4-60)
East Tawas City (Mich.) Huron Shore News-Press (10-31-60)
Starkville (Miss.) News (10-31-60)
Rolla (Mo.) Herald (9-27-60)

* Editor and Publisher Co., Inc. International Yearbook, 1961, p. 518.

White Plains (N.Y.) Trader (9-26-60)
Cleveland (Ohio) Wall Street Journal (4-60)
Jersey Shore (Pa.) News (6-60)
Warren (Pa.) County Observer (11-14-60)
Pierre (S.D.) State News (8-1-60)
Westerly (R.I.) Morning Log (4-11-60)
Athens (Tenn.) Press (10-31-60)
Pecos (Tex.) Enterprise (1-22-60)
Montpelier (Vt.) Post (10-3-60)
Riverton (Wyo.) Ranger (11-60)
Red Deer (Alberta, Canada) Advocate (3-1-60)
Simcoe (Ontario, Canada) Reformer (10-3-60)

APPENDIX JV

Largest Circulations*

(M) Morning

(E) Evening

1.	New York News	1,980,338	(M)
2.	Chicago Tribune	864,471	(M)
3.	New York Mirror	840,644	(M)
4.	New York Times	744,763	(M)
5.	Detroit News	733,583	(E)
6.	Philadelphia Bulletin	720,794	(E)
7.	New York Journal American	639,116	(E)
8.	Philadelphia Inquirer	605,850	(M)
9.	Detroit Free Press	573,273	(M)
10.	Los Angeles Times	552,220	(M)
11.	Chicago Sun Times	546,957	(M)
12.	Chicago News	537,792	(E)
13.	New York World Telegram & Sun	477,595	(E)
14.	Chicago American	450,340	(E)
15.	Washington Post	412,846	(M)
16.	St. Louis Post Dispatch	406,947	(E)
17.	Cleveland Press & News	385,347	(E)
18.	Los Angeles Herald & Express	378,613	(E)
19.	Milwaukee Journal	377,582	(E)
20.	Los Angeles Examiner	375,552	(M)

* Information Please Almanac, 1962, pp. 308-9.

APPENDIX V

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